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# THE MACMILLAN SPELLING SERIES

REVISED EDITION

## TEACHER'S HANDBOOK 3

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# **THE MACMILLAN SPELLING SERIES**

Revised Edition

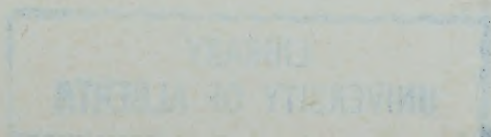
## **TEACHER'S HANDBOOK 3**

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# INTRODUCTION TO THE SERIES

## RATIONALE

Spelling is an indispensable tool for satisfactory expression in writing. It is an important element of the entire school program.

Much spelling is learned incidentally, acquired in passing as new words are read and written. As well as providing opportunities for reading and writing, however, research indicates both the need for and value of direct instruction in spelling. Although there is formal instruction in spelling in most Canadian elementary schools, classroom observations and discussions with teachers have revealed considerable dissatisfaction with the low correlation between good spelling during formal spelling lessons and good spelling in other written work.

The Macmillan Spelling Series has been developed to provide a better tool for pupils and teachers in the learning and teaching of spelling as an integral part of the language arts program. The series is based on extensive research findings; it is Canadian throughout; and it is based on the premise that successful teaching of spelling cannot be merely a mechanical and routine matter.

No textbook can be an adequate substitute for a capable and imaginative teacher; the teacher is the key person in the classroom. Hence this series includes a teacher's handbook for each of the pupils' texts. A foreword in each handbook relates the underlying principles of the series to the individual text. In addition, each handbook provides useful background material and specific suggestions for the busy teacher, unit by unit, so that spelling may be more effectively taught, and as a result better learned.

## POINT OF VIEW

The primary aim of the spelling program is to bring all pupils to the point where they spell correctly the words they write. This means:

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1. Teaching pupils automatic mastery of the words that they need to use in writing.
2. Developing ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
3. Helping children acquire an efficient method of studying and mastering the spelling of words.
4. Developing self-dependence in spelling: the ability to locate correct spellings and to check the accuracy of spelling.
5. Developing a pride and interest in correct spelling.

There is a great deal of evidence that word-study skills in phonic and structural analysis are useful tools for spelling, as are a number of other aspects of the broad language arts program, such as improvement in pronunciation of words, correct grammatical usage, enrichment of vocabulary, and the development of an interest in words and their derivation. Spelling should therefore not be treated as an isolated study, but as a means of expression, an essential element of communication.

This is the point of view of The Macmillan Spelling Series, which places considerable emphasis on phonic and structural analysis. From the particular standpoint of spelling, however, these are only means, and analysis is just a first step. Correct spelling involves, above all, skills in *word-building*, which is really analysis in reverse. In the reading portion of a language arts program phonic and structural analysis helps a pupil to make sense of a word that has not been seen before; in spelling a knowledge of phonics (sounds expressed in letter combinations) and of structure (meaningful elements from words already known) can often help a pupil to select the correct spelling of a word, to build the word in writing. Accordingly, skills and practice in word-building receive considerable emphasis throughout this series.

## WORDS USED IN THE SERIES

The basic spelling vocabulary for the series consists of 2608 words. Why not more? There are two compelling reasons:

1. Extensive research indicates that approximately 2500 words constitute about 95% of children's writing vocabulary. These words, therefore, are given primary attention. Complete mastery of

these, together with an efficient method for independent learning of whatever other words a pupil may wish to use, should lead to a high level of spelling ability.

2. The books are so designed that word-building activities, beginning with words from the basic list, lead to the learning of a great many more words. In addition, emphasis is placed on the building of supplementary lists of words that a particular class or individual may wish to use.

The basic list is enlarged for capable pupils by the inclusion in the series of 326 Extra Words. These are not "hard" words; they are simply words that are used somewhat less often than those in the basic list.

Both the basic vocabulary of 2608 words in The Macmillan Spelling Series and the 326 Extra Words are listed at the back of each handbook.

## *Placement of Words*

The basic criterion for the placement of words in a particular text has been the frequency of their use by children in writing at that level (roughly equivalent to grade level). The introduction of specific words for spelling at the point where large numbers of children wish to use them is consistent with the goal of developing pupils' ability to spell correctly in *all* written expression. The assigning of spelling words that pupils already feel a need to use in writing also provides motivation, a prerequisite of learning.

## *A Canadian Word List*

Although the word list is based on the major studies of pupil spelling vocabulary,\* special attention has been given to the inclusion of Canadian words. This has been done by classroom observation, by examination of Canadian literature for children, and, mainly, by direct request for opinions to a sampling of interested educators across Canada. *Arctic*, *beaver*, and *parka* are examples of Canadian words that have been included.

As well, the Revised Edition of the series contains a number of words that have come into common use since the series was first published; *highrise* and metric terms are examples of words that have been added or have replaced dated words in the original list.

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### *Summary of Word Lists by Books*

<i>Book</i>	<i>No. of Basic Words First Introduced</i>	<i>No. of Most Frequently Misspelled Words Included</i>	<i>No. of Extra Words</i>	<i>Approx. No. of Basic Words Listed per Unit*</i>
2	228	85	11	10
3	366	72	25	12
4	383	58	38	14
5	409	43	68	15
6	388	24	49	15
7	418	27	71	16
8	416	22	64	16
Totals	2608	331	326	

\*Including some of the most frequently misspelled words repeated or re-introduced from earlier books.

## ORGANIZATION OF THE SERIES

Each book is divided into thirty-three units plus seven review lessons (every sixth unit plus the last unit is a review). Every effort has been made to provide variety in unit format and content, in order to maintain pupil and teacher interest from unit to unit and year to year. The units are designed to encourage pupils to use new words in contexts of *their own* composition, but occasionally the words are introduced in a story context.

### *The Most Commonly Misspelled Words*

Three hundred and thirty-one words, within the basic list, have been identified from a variety of studies as offering particular difficulty to many pupils. Special attention is given to the teaching and re-teaching of these words, as follows:

1. Each of the 331 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times, and approximately fifty "demons" are listed four times or more.
2. *In the pupils' texts* a list of all such words introduced in the series to date appears at the back of each book.

3. *In the teacher's handbooks* the teaching suggestions for each unit list any of these 331 words that are included in the unit, with a note as to whether the word is appearing for the first time or is being re-taught.

### *How To Study a Word*

A page at the front of each pupils' text outlines the five steps in learning a new word. The steps are the same in all books, although necessarily in simpler form in the lower levels:

1. *Look* at the word.
2. *Think* about the word.
3. *Write* the word.
4. *Check* how you spelled it.
5. *Practise* spelling the word.

It is recommended that teachers direct pupils repeatedly to these steps, to the point where pupils apply them automatically.

### *Lists at the Back of the Pupils' Texts*

1. Alphabetical listing of new basic and extra words for that book, showing the page at which each is introduced. (These are *not* dictionaries—pupils should be encouraged to make regular reference to standard dictionaries.)
2. Cumulative listing of words introduced in the series to date from the 331 most commonly misspelled words.
3. Reference tables of useful words, beginning at Book 3, as follows:

	3	4	5	6	7	8
Months, with abbreviations	x	x	x			
Days of week, with abbreviations	x	x	x			
Provinces and major cities			x	x	x	x
Measurements (metric)		x	x	x		

### *Tables of Word-Study Skills*

The following tables summarize word-study skills as developed in the series. The process is a cumulative one, from the beginning of the series to the end. All of the skills indicated are important for correct spelling, but since all cannot be introduced at once and some become increasingly automatic as the pupil progresses, all are not accorded equal emphasis in every book. The degree of emphasis on specific skills in each book is indicated as follows:

## 6 INTRODUCTION TO THE SERIES

- major
- moderate
- minor (readiness, reinforcement, or review)

Care has been taken to correlate, wherever possible, the progressive development of word-study skills in this series with related skills being developed concurrently in widely used texts for reading and other parts of the language arts program.

I	Word Perception	2	3	4	5	6	7	8
1.	Recognizing words as visual symbols of ideas — associating printed and written words with known objects, actions, situations, ideas	●						
2.	Seeing, hearing, and pronouncing the whole word	●						
3.	Recognizing letters and combinations of letters, and their associated sounds, as integral parts of a word	●						
4.	Double letters	●	●	●	●	●	●	—
5.	Silent letters	●	●	●	●	●	●	●
6.	Double vowels and diphthongs	●	●	●	●	●	●	—
7.	Different sounds for the same letter combinations	—	●	●	●	●	●	●
8.	Same sound, different spelling	●	●	●	●	●	●	●
9.	Automatic mastery of certain words most frequently misspelled	●	●	●	●	●	●	●
II	Phonic Analysis	2	3	4	5	6	7	8
1.	Single consonant sounds							
	—at the beginning of words	●	●	●	●	●	—	—
	—at the end of words	●	●	●	●	●	●	—
2.	Consonant blends	●	●	●	●	●	●	●
3.	Long and short vowels	●	●	●	●	●	●	●
4.	Vowel combinations	●	●	●	●	●	●	●
5.	Rhyming	●	●	●	●	●	●	—

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### III Structural Analysis

2 3 4 5 6 7 8

1. Forming plurals							
—by adding <i>s</i>	●	●	●	●	●	—	—
—other forms	—	●	●	●	●	●	●
2. Dropping letters or endings	●	●	●	●	●	●	—
3. Adding endings (inflection)	●	●	●	●	●	●	●
4. Doubling letters and adding endings	—	●	●	●	●	●	●
5. Recognizing parts of a compound word, and building compounds	●	●	●	●	●	●	●
6. Forming new words by substituting initial consonants or consonant blends	●	●	●	●	●	—	—
7. Forming new words by vowel substitution	●	●	●	—	—	—	—
8. Prefixes	—	—	●	●	●	●	●
9. Suffixes (changing meaning, or part of speech)	—	●	●	●	●	●	●
10. Finding base words	●	●	●	●	●	●	●
11. Forming new words from bases	—	●	●	●	●	●	●

### IV Dictionary Skills

2 3 4 5 6 7 8

1. Letters of the alphabet	●	●	●	—	—	—	—
2. Alphabetical order	●	●	●	●	●	—	—
3. Vowels and consonants	●	●	●	●	●	●	●
4. Guide and key words	—	—	●	●	●	●	●
5. Syllabication and accent	—	●	●	●	●	●	●
6. Pronunciation	—	●	●	●	●	●	●
7. Finding meanings and shades of meaning	—	—	●	●	●	●	●
8. Using sentence context to select specific meaning of words	—	●	●	●	●	●	●
9. Synonyms, antonyms, and homonyms	—	—	●	●	●	●	●
10. Using dictionary to check spelling	—	●	●	●	●	●	●

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### *V Other Language Skills Correlated with Spelling*

	2	3	4	5	6	7	8
1. Abbreviations	●	●	●	●	●	—	—
2. Capitals	●	●	●	●	●	●	—
3. Contractions	●	●	●	●	●	—	—
4. Correct usage of words (e.g., among/between)	—	—	●	●	●	●	●
5. Hyphens	—	●	●	●	●	●	—
6. Possessives	—	●	●	●	●	●	●
7. Parts of speech (beginning with nouns and verb usage)	—	●	●	●	●	●	●
8. Handwriting	●	●	●	●	●	—	—
9. Extension of vocabulary and meaning	●	●	●	●	●	●	●
10. Origins of English words	—	—	●	●	●	●	●

## METHODS AND PROCEDURES

How can the teacher make the best possible use of The Macmillan Spelling Series? Specific teaching suggestions in the handbooks are provided for introducing and teaching the words, testing and checking, re-teaching and re-testing, and review. In addition, a great many principles for effective teaching and learning of spelling are built into the units themselves — for example, dictionary skills and usage are emphasized increasingly from book to book, leading toward independence in spelling. And, finally, the series introduces only those few generalizations that are widely applicable (e.g., *q* is always followed by *u*); as in phonic and structural analysis generally, the emphasis is on noting similarities rather than on rules.

## PROVIDING FOR INDIVIDUAL DIFFERENCES

Individual pupils vary widely in ability to learn to spell, just as they do in other abilities. One-fourth of the pupils in a typical class will spell as well as the average child in the grade above, another one-fourth only as well as the average for the grade below. Spreads in achievement of from five to eight grades in a single classroom are to

be expected. Pupils also differ in motivation, intelligence, reading ability, handwriting, work habits, and other factors related to achievement in spelling. Clearly, then, if spelling instruction is to be effective it must take the differing needs of pupils into account. The most effective plan for meeting individual differences would appear to be some combination of grouping for spelling on the one hand and personal help or challenge to individual pupils on the other. The following points should be noted:

- Flexible grouping of pupils, according to their common needs, for teaching and re-teaching is a useful approach to providing for individual differences in spelling.
- Not all pupils should be required to do all the exercises in the pupils' text.
- Not all pupils can or should be expected to master all the words in the basic unit lists; poor spellers might concentrate on mastering the most commonly misspelled words and the basic literacy vocabulary at each level.
- Not all pupils need be at the same point in the text at the same time.

The Macmillan Spelling Series helps teachers to make use of a variety of techniques to meet the needs of pupils of varying levels of ability within a class group:

1. As much as possible, each of the pupils' texts has been made "self-directive", in that the individual pupil should be able to use the book profitably with a minimum of help from the teacher. It is to be hoped, of course, that this will not often be necessary.
2. Emphasis throughout on word-analysis and word-building, as well as on dictionary work of other kinds, is useful for all spellers and leads easily to enrichment for good spellers.
3. For good spellers extra words are included in many units, as well

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\* Among the lists consulted were: Dolch, E. W., *The 2000 Commonest Words for Spelling*, Champaign, Illinois: The Garrard Press, 1955; Hildreth, Gertrude, "A Writing Vocabulary for Children", appendix to her book *Teaching Spelling*, New York: Henry Holt and Co. Inc., 1955; Horn, Ernest, *A Basic Writing Vocabulary: 10 000 Words Most Commonly Used in Writing*, University of Iowa Monographs in Education #4, 1926; Rinsland, H. D., *A Basic Vocabulary of Elementary School Children*, New York: The Macmillan Company, 1945; Schonell, F. J., *The Essential Spelling List*, London: Macmillan and Co. Ltd., 1956; Thomas, Ves, *Teaching Spelling: Canadian Word Lists and Instructional Techniques*, Toronto: Gage Publishing Ltd., 1974; *A Concise Dictionary of Canadianisms*, Toronto: Gage Publishing Ltd., 1973; *New Brunswick Experimental Spelling Guide, Years 4 to 6*, 1974.

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as extra exercises.\* Because of space limitations the latter are included in the teacher's handbooks rather than in the texts (except in the review units).

4. Extra exercises\* are similarly provided for poor spellers in the teacher's handbooks. Suggestions are made periodically as to diagnosis and remedial work for specific spelling difficulties. Repeated emphasis is placed upon the 331 most commonly misspelled words.
5. For very poor spellers a cumulative list of most commonly used words has been developed, showing the book in which each word was first introduced. (See A Basic Spelling Literacy Vocabulary at the back of each handbook.) This list includes only 442 words of all those studied throughout the series, yet these words account for up to 70% of children's writing vocabulary. Virtual mastery of this list should be possible for even extremely poor spellers, and should allow practically all pupils to arrive at a first level of spelling literacy.

\*The extra exercises for both good and poor spellers are also available, without answers, as a set of spirit duplicating masters for each of the pupils' texts. This format is intended as a convenience to teachers who may not have the time to copy out the exercises from the handbooks (where the answers are included).

## TESTS

A pre-test is included in each handbook except the one for Book 2, for possible use as the work of each book is begun. These tests are designed to help in the preliminary grouping of pupils for spelling instruction. A post-test, which may be administered at the end of the year's program, provides for the measuring of achievement.

Other tests included or suggested in the handbooks are evaluative devices for diagnostic purposes, to indicate something of the type and amount of work the individual pupil needs to do. When pupils are having trouble with spelling it is highly important that diagnostic and remedial work be undertaken as soon as possible to avoid the development of negative attitudes toward spelling. Apart from low intelligence and severe physical handicaps such as deafness or poor visual

perception, factors found to be most frequently associated with spelling difficulties include low reading ability, lack of motivation, defective or careless speech, and slow or unintelligible handwriting. A very common cause of poor spelling is poor study procedure. A useful first step in helping a pupil in difficulty, therefore, often is to ask how he or she goes about learning to spell a word.

### FOR FURTHER STUDY

The following are selected references on spelling and the teaching of spelling. Each is itself a source of many further references.

FLOWER, G. E., "Research in Spelling — A Summary" in *Canadian Research Digest 3*, Summer 1959, Toronto: The Canadian Education Association (pp. 97-111).

HANNA, PAUL R., *et al.*, *Spelling: Structure and Strategies*, Boston: Houghton Mifflin Co., 1971.

HORN, THOMAS D., "Spelling" in *Encyclopedia of Educational Research*, 4th ed., New York: Collier Macmillan, 1971 (pp. 1282-99).

SCHONELL, F. J., *Essentials in Teaching and Testing Spelling*, London: Macmillan & Co. Ltd., 1955.

THOMAS, VES, *Teaching Spelling: Canadian Word Lists and Instructional Techniques*, Toronto: Gage Publishing Ltd., 1974.

*George E. Flower*



## FOREWORD TO TEACHER'S HANDBOOK 3

Correct spelling is important but it has never been easy to achieve. It is important for at least two reasons—it is still one of the marks of an educated person, and it makes reading easier. One has only to tackle literature that has retained the highly individualized spelling of Elizabethan times to perceive how modern readers have become accustomed to standardized spelling. It is even more difficult to decode a phonetically written paragraph. To quote Paul S. Anderson, in *Language Skills in Elementary Education* (Toronto; Collier-Macmillan Canada, Ltd., 1964, p. 173), "It is not true that one can spell correctly by 'spelling the word the way it sounds'. In fact thiss staytmeant iz enuff to mayk won shreak." If nothing else, correct spelling is a courtesy that writers extend to their readers.

Ever since English spelling crystallized into its present form, attempts have been made to simplify it on phonetic principles. Here and there a few words have yielded to the efforts of reformers. More often, especially in the early days of the zealous reformers, the efforts were misbegotten and produced interesting but equally misbegotten spellings of individual words. For example, the word that was for a long time spelled *delite*, like its legitimate French ancestor, emerged as *delight*, the *gh* having been inserted by misguided scholars to represent the *c* of the Latin verb *delectare*, and probably in imitation of *light*. *Light* is derived from the Old English *leoht*, light, and is kin to the Latin *lux* (root *luc*), meaning light.

Knowing that there are reasons for many of the apparent vagaries of English spelling helps both teachers and students to understand and therefore to remember. This handbook and, occasionally, the text include some etymological material and slivers of information that might be of interest to you, the teacher using the books. (See, for example, p. 124 for the origins of the names of the days of the week, and p. 145 for the months of the year.)

## PHONICS

As Paul Anderson's quotation suggests, you will have to proceed with care in applying to their spelling the phonics children use to decode words in reading. Many common errors in spelling are caused by trying to spell words as they sound. Often the errors are intelligent applications of acquired knowledge, as when a child writes *kight* for *kite*, or *wate* for *wait*. Phonics, then, may be a useful decoding instrument, but it can also be a trap for the young writer. Although many words, such as those in the first unit of the text, can indeed be spelled as they sound, frequently the sound presents the speller with one or more options rather than a clear directive. Does he have a *pane* or a *pain* in his knee? Will she *meat* or *meet* or *mete* her mother after school? All five words are "regular" in their spelling in that they follow accepted (though often unreliable) "rules" for spelling the long *a* or the long *e* sounds. They are correctly spelled provided they are used in the proper context.

The English language has hundreds of such homonyms as *pain* and *pane*, and *meat*, *meet*, and *mete*, words that are pronounced the same but are spelled differently and have different meanings. Most homonyms are common words in daily use: *to*, *too*, *two*; *there*, *their*, *they're*; *weak*, *week*. Phonics will not help the puzzled speller to decide which homonym should appear in any given context. Only practice and an understanding of the relationship of the meaning and the spelling of the words can do that.

A knowledge of phonics, however, will help to limit the number of options. For example, the child who understands the effect of a final silent *e* on the internal vowel of a one-syllable word will not write that he has a *pan* in his knee or that she will *met* her mother. Thus phonics obviously has a role to play in learning to spell, but it must be used with caution and with an awareness of the problems that can arise from dependence on attempts to equate sounds with spelling.

In the text, such phonic generalizations as can be made are incorporated (1) in the groupings of the words into units, e.g., Units 1, 2, 3, 5, 8; (2) in the suggestions for teaching; and (3) extensively in the exercise material.

Since spelling is essentially a coding process, that is, the translation of sounds into symbols, the generalizations that apply to spelling are also applicable to the reverse process of decoding, which is reading. It

is important that the two processes be related in the minds of children. Phonics learned in spelling lessons must be part and parcel of phonics learned earlier or simultaneously in reading lessons.

## SOME USEFUL SPELLING GENERALIZATIONS

Some generalizations about spelling that can be profitably employed in teaching and learning how to spell are listed here for your convenience. Note that No. 9 is more applicable to reading than to spelling, but it does provide a convenient way of looking at words that are similarly constructed.

1. When a suffix beginning with a vowel is added to a one-syllable word that ends in a single consonant preceded by a single vowel, the final consonant is usually doubled, e.g., *swim, swimming, swimmer; dot, dotting, dotted*.
2. When a suffix beginning with a vowel is added to a word that ends with silent *e*, the *e* is usually dropped, e.g., *have, having; close, closing, closer*.
3. When *es* or *ed* is added to a word that ends in *y* preceded by a consonant, the *y* changes to *i*, e.g., *dry, dries, dried; carry, carries, carried; cherry, cherries*.
4. When a word ends in *y* preceded by a vowel, there is usually no change in the *y* when a suffix is added, e.g., *employ, employed; monkey, monkeys*. (Important exceptions are *pay, pays, paid; say, says, said; lay, lays, laid*.)
5. When *ing* is added to a word ending in *y*, there is no change, regardless of the preceding letter, e.g., *dry, drying; pay, paying, employ, employing*.
6. The syllable roughly sounded as *shun* is most often spelled *tion* when it comes at the end of a word or the end of a base word, e.g., *condition, conditional*.
7. The sound /j/ when followed by *e* is often spelled *g*. (Exceptions: *jet, jewellery, jelly*, etc.) When the sound /j/ occurs at the end of a word it is almost always spelled either *dge* or *ge*, as in *judge, allege*.
8. When long *a* is the last sound in a word it is usually spelled *ay*, e.g., *play, display, dismay*. (Some exceptions: *weigh, sleigh, they*, etc.)

## 16 FOREWORD

9. Less useful for writing than for reading are the following generalizations:

(a) When a long vowel sound occurs in a single-syllable word that ends with a consonant sound, a silent *e* is often used at the end of the word to indicate the long internal vowel, e.g., *male, here, rode*.

(b) When a long vowel sound occurs in a single-syllable word that ends with a consonant sound, the letter that names the vowel sound comes first and is often followed by another, silent vowel, e.g., *mail, pain, hear, road*.

These generalizations are obviously limited in their value as aids to spelling, but they do serve as guides for grouping words into categories to make them easier to remember and reproduce, and they are used for this purpose in the text.

### CRITERIA FOR THE GROUPING OF WORDS IN THE SPELLING LISTS

1. Phonetic similarities were used wherever possible and analogies drawn among words of similar phonetic patterns.
2. The structure of words was taken into account; base words, suffixes, prefixes, and the elements of compound words were stressed both in the grouping of words within the units and in the exercises.
3. To a limited degree at this level the origin of words was taken into account.
4. The relationship of words to a theme provided a useful context into which to fit words; several units use the thematic approach. The other criteria, however, were also applied so that words might be taught and studied from various points of view.
5. Wherever possible the basic word list has been expanded for all pupils by presenting inflected forms of the basic words (*open, opening; tooth, teeth; high, higher, highest*); by having pupils form words by adding prefixes and suffixes, compounding words, and substituting initial and final consonants (*hope, hopeful; housecoat; send, bend*); and by introducing opposites and rhyming words.

## **TEACHING THE WORDS AND DOING THE EXERCISES**

Both the exercises for pupils and the suggestions for teachers are based on the principles that the words in the spelling list should be used by children in as many different contexts as possible, and that attention should be drawn to their spelling in as many different ways as possible. Almost every exercise is designed to have pupils write the words in a situation that forces the writers to look at and think about the spelling.

It is not intended that every child do every exercise, even of the basic text. You, the teacher, and the needs of your pupils, must decide which exercises in any given unit are useful to whom.

Nor is it necessary that the units be taught exactly in the order in which they appear in the text. Words should be taught as nearly as possible at the time when they are most useful to the learners. The spelling generalizations should always be related to parallel generalizations as they appear in the reading program, and exercises in writing should become part of the language arts program, or the social studies program, or whatever aspect of the school curriculum that seems appropriate. Spelling requires a special time during the day to be set aside for its study, but it should also be an intrinsic part of every subject that requires children to write.

Extra exercises are provided in the review units of the text and for all other units in this handbook. "Extra Help" is designed to meet the needs of children who require extra practice and considerable re-teaching. It does not pretend to be exhaustive and for some of your pupils it will need to be supplemented with materials you prepare specifically for them. "For Good Spellers" is intended to enrich and challenge. It goes well beyond the formal spelling program and, depending on how you wish to use it, can develop vocabulary, open new avenues for the exploration of language, and lead to interesting activities in related subject fields. A few of the exercises may be used by average spellers, but many of them are planned to challenge both good spellers and children of above-average intelligence. These children should be excused from much of the teaching of the regular spelling lessons as well as from re-teaching and practice. The exercises in "For Good Spellers" should be assigned to them to maintain

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their interest in spelling and in language generally, and to broaden their horizons.

*Note:* The italicized words in the extra exercises appear in boldface type on the duplicating masters, hence the references in this handbook to words "in heavy type".

## DICTATING AND RE-TEACHING

The surest way to achieve mastery in spelling individual words out of context is to pre-test by dictating the list of words to be learned, re-teach the words that have been misspelled, and have the children practise spelling the words; and then to re-test, over and over again, until the pupils know the words and can remember them. This procedure, however, can become deadly dull and kill any interest children may have in learning to spell correctly. Use whatever methods you can devise, therefore, in addition to those suggested in this handbook, to focus attention on the order of the letters in the assigned spelling words. Vary your approach when you re-teach. Involve children as much as possible in planning the exercises, games, and methods of testing.

In dictation, the word to be written should be pronounced distinctly but without distortion, should be read in a short sentence to make sure that there is no confusion about its meaning, and should be repeated at the end of the sentence.

Pupils should be encouraged to check their own spelling papers, but you will find that you too must check them, as poor spellers frequently do not notice their own errors, and a fellow pupil who checks the paper may have the same disability. Moreover, your checking enables you to discover what kinds of spelling errors your pupils are making, and to teach to remove those errors.

Be sure that pupils who have made errors write the words correctly after having gone through the study steps. It is useful as well as time-conserving to have pupils make their corrections on the chalkboard where you can see instantly whether they are spelling correctly and what kinds of errors they are making. You can also nip errors in the bud. A word of caution—do not require pupils to write words ten or twenty times. Such writing becomes mindless,

monotonous drudgery from which little learning is derived.

The review units — every sixth unit and the last — provide opportunities for systematic review. To the words of these units should be added words that your pupils have found difficult to spell. You may also wish to re-group your pupils on the basis of the review tests. There are children who will do very well in individual spelling lessons, and will seem to have mastered the spelling of all the words; but their retention is poor, and when faced with a review test they flounder. You may want to give these pupils special attention during the following weeks.

Although total mastery is your goal, you must be realistic enough to know that in some classes that is close to impossible. You may have a small group of pupils for whom you will set a more limited standard of achievement — mastery of the most commonly misspelled words, or mastery of the basic literacy vocabulary (see back of handbook). Give these children the praise and encouragement they must have in order to achieve even this limited success.

## GAMES AND PUZZLES

Throughout the pupils' text there are suggestions for games and puzzles. These are not intended to take the place of formal teaching, study, or practice, but they do have value in providing motivation, variety, and some excitement. Although some competitive games are listed, many games should not be competitive in nature. All children, even the poorest of spellers, should be able to experience success in the playing.

### 1. *Relays and Team Competitions*

Most of the games under this heading can be varied in many ways to suit the ability and needs of your class. You and the pupils can make rules to suit yourselves.

- (a) Divide the class into teams of equal size and approximately equal ability. Pronounce a word. Have the leader of each team write the first letter of the word on the chalkboard. The leader then runs and gives the chalk to the second member of the team who writes the next letter, and so on until the word is completed. The first team to complete the word correctly is

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the winner. If the game continues, the winning team is given a point and the game is over when one team reaches five or ten points.

- (b) The syllables of multi-syllable words in the word list are written on pieces of paper which are then shaken up in a box. Team members come up in turn and draw a slip with a syllable on it, and then write on the chalkboard the word of which the syllable is part. The team that writes the most words correctly in the shortest time is the winner.

A variation of this game is to have the same syllables in two boxes, or three or four, depending on the number of teams. The game is speeded up and the competition livelier in this version.

- (c) Divide the class into five or six equal teams. Give each child in each team a number. Have the One's go to the chalkboard and write as you dictate three words. Correct the spelling and tally the number correct for each team. Repeat until all the children have written and corrected three words each. The team that has the most correct words wins.
- (d) Write on the chalkboard several lists of identical words, arranged in different order, each word with a missing letter. Team members run to the board, write the missing letter in the first word, and pass the chalk to the next team member, until the list has been completed. The winning team is the first to complete its list. Note: Accept any letter that makes a word, whether the word is in the word list or not.
- (e) Divide the class into teams of equal size and approximately equal ability. Give instructions such as, "Write a word that rhymes with *bend*." "What word do you know that spells the sound of *f* with the letters *gh*?" "Write a word that ends with *ck* and has an apostrophe." "Write the word that means the opposite of *closed*." Everyone writes the word, but only the answer of the team member whose turn it is in the relay is counted for points. A variation is to give five points for each word, and to deduct a point if the original team member misspells it, and so on down the team, with the next in line being called upon to supply and spell the word correctly for a value that is one point less.

- (f) You, or team leaders taking turns, set tasks like these: "I am thinking of words that begin with *st*. Write as many as you can in six seconds." "I am thinking of the *all* family. Write as many words as you can that belong to the *all* family before I say *Stop*." The team that produces the largest number of correct words that meet the demands of the leader is declared the winner.
- (g) A variation of the spelling match is to have the spelling begin at the ends of the lines. Instead of humiliating a child who misses a word by sending him to his seat and removing him from further spelling practice, let the person who spells a word correctly go to the head of the line. When the original first person has reached the end of the line, that person's team is the winner.

You and your pupils can make up relay or team games that provide spelling practice and fun at the same time. Be sure that the games do not put the poor spellers constantly at a disadvantage as the old-time spelling bee did. Give everyone a chance to win at something.

## 2. *Bingo!*

You can devise for your class various versions of Word Bingo. Some possibilities are suggested here.

- (a) Every child makes a card by writing in the squares under the headings *B, I, N, G, O* words either from the word list or from a class list of "demons". The children are encouraged to work together so that the cards are all different, i.e., the words are arranged in different order. As the caller calls: "Under the *O*, *beautiful*," the child who has *beautiful* under the *O* writes the word on a slip of paper and covers the word on his card with the bingo disc. The first pupil to cover a row is the winner. The reward is to become the caller for the next game.
- (b) Instead of writing the words on the bingo cards children write only the initial letters of the words. When the words are called, pupils write them in the appropriate boxes, i.e., the boxes in which the initial letters appear. The first to complete a row is the winner.

## 3. *Partners*

Many games can be played by two children and are excellent for filling profitably the time between assignments.

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- (a) A form of tic-tac-toe can be played with words instead of X's and O's. The aim of the game is to get a row — horizontally, vertically, or diagonally — of words with similar characteristics, e.g., ending in *ly* or *er*, belonging to a word family, beginning with the same consonant blend, etc. See the illustration.

all	ball	letter
small	farmer	
hunter	hall	fall

- (b) The partners make up their own games. At the top of the page they print their own names or any other word that will give reasonable results. (Experience teaches them which words are easier and which harder to use as initial letters of new words in special categories.) Down the side of the page the players print categories of objects. The squares are to be filled with specific examples of the general categories, with the added complication that the specific item must begin with the letter at the head of the column. The partner filling in the larger number of spaces is the winner. See the illustration.

	R	O	B	E	R	T
ANIMAL	rat	ocelot	bear	elephant		tiger
VEGETABLE		onion	beet			
INSECT			bee			tick
BIRD	robin	ostrich				

- (c) *Hangman* is a very old spelling game. Children take turns being the questioner and the respondent. One child thinks of a word and on the board or on a piece of paper draws a line of dashes equivalent to the number of letters in the word he has in mind. The other child guesses what letters are in the word. For every letter guessed that is not in the word a part of the body is added to make a man on a gibbet. If the concept is

distasteful, use some other drawing, e.g., build or destroy a house, or draw a rat.

- (d) Child A writes or spells a word. Child B has to write or spell aloud a word that begins with the letter that ends Child A's word; and so the game continues. The game may be played by two or more children, but interest lags if too many are involved in any one game. (Example: long, guess, start, tame, every, yesterday, etc.)
- (e) Pick a reasonably long word or a small group of short words. Let partners compete to see how many words they can form by using the letters of the given word or words within a set time.
- (f) Child A starts with *I* or *A*, each of which is a word in itself. Child B adds a letter to make another word, e.g., *in*. Child A adds still another letter, e.g., *bin*; B adds *d* to make *bind*; A adds *s* for *binds* and brings that round of the game to an end.

#### 4. Class or Individual Games

The suggestions are for non-competitive games that can involve the whole class or can be played by individual pupils.

- (a) Balloons for Sale (Sail). As children supply homonyms, write them in balloons drawn on a large sheet of paper or on the chalkboard. The balloons are for sale at so many points per homonym, so that a balloon that holds three or four homonyms is worth more than a balloon that holds only two. All the balloons are "sold" when fifty cents or a dollar or whatever price has been set is reached.
- (b) The class is shown several objects or pictures of objects and pupils are asked to write—and spell correctly—the names of as many objects as they can remember.
- (c) Have children write sentences in which every word except *a*, *an*, *and*, and *the* begins with the same consonant, e.g., Sam says Sally and Sally's sister Sue speak slowly.
- (d) Have pupils make acrostics based on the letters of words in the spelling list; try to have the words of the acrostic related to the word on which it is based, e.g., *shade*: sun, heat, afternoon, dark, evening.
- (e) Have pupils make word patterns or sentences in which letters in one word are used in another, like this:

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S  
H  
A  
D  
PLEASANT  
H  
EVENING

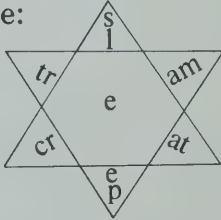
- (f) **Mystery Words.** The mystery word is made up of the circled letters of the words you will have when you fill the boxes. The letters will have to be rearranged to make the mystery word. Example:

*Meanings*

under	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(below)
sons and daughters	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(children)
hotel or stopping-place	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(inn)
the coldest season	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(winter)

*Clue:* It blows and blows. (wind)

- (g) **Make a star of five-letter words with *e* (or any other vowel) as the centre letter.** Example:



Other games and puzzles are included in the pupils' text and in the exercises for poor and good spellers.

**TESTS FOR THE BEGINNING AND END OF THE PROGRAM**

The pre-test may be given for screening and grouping at the beginning of the spelling program. It consists of forty words, roughly one from each unit in the text. Pupils who rank high on the pre-test will require little teaching of the words allotted to this level, but they will still benefit from discussion of spelling generalizations, homonyms,

and the enrichment provided in the material for good spellers. Children with few skills in spelling will be able to spell few of the words in the pre-test, and will require all the help they can get throughout the spelling program.

It is advisable to break the pre-test into three or more sections for dictation; or, if most of your pupils show themselves unable to handle the words in the first section, leave the rest. The first ten or fifteen words will give you the information you require.

The second test included here is made up in the same way as the pre-test, and may be used at the end of the program, if you like, so that you can compare the results with those of the pre-test. Again, break it into sections for purposes of dictation. Do not use it at all if you think the words in Unit 40 have served the same purpose.

In dictating, pronounce the word to be written clearly and distinctly but without distortion. Then read the sentence, placing a slight emphasis on the word to be written. Finally, repeat the word. Give children enough time to write so that they do not feel under pressure. Remember that at the beginning of the term many of them will have had little experience with cursive writing. You may decide to allow them to print the words, or to choose their own style. For best results the tests should be given in a pleasant, accepting atmosphere.

### Pre-Test

1. I have a *bag* of candy.
2. We *stand* to sing "O Canada".
3. The *chicken* laid an egg.
4. My aunt lives in the *country*.
5. Do you think the raft will *float*?
6. I'll read *while* you write.
7. Tomorrow is my *birthday*.
8. My sister took *care* of me.
9. It is *warm* today.
10. School will *start* at nine o'clock.
11. Are you *ready* to write?
12. How *high* is the building?
13. The men *walk* slowly.
14. Do you like the *picture*?

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15. There are seven days in a *week*.
16. Is this book *yours*?
17. I bought some *wool* to make a sweater.
18. Raise your *right* hand.
19. My best *friend* visits me.
20. Our cat had one *kitten*.
21. *February* is the second month of the year.
22. You *should* answer politely.
23. I *can't* open the door.
24. Noon is *twelve* o'clock.
25. The boy ate *half* the apple.
26. I took a picture of the *snake*.
27. There are many countries in the *world*.
28. *Wednesday* is the fourth day of the week.
29. Everyone *heard* the noise.
30. Let's go *together*.
31. The cows got into the *field* of corn.
32. There are thirty days in *April*.
33. You have *just* three minutes to finish.
34. The *knife* is sharp.
35. The game will be played at three *o'clock*.
36. That tall man is my *uncle*.
37. Have you *any* money to spend?
38. Please *move* your chair.
39. Two eights make *sixteen*.
40. The cat will jump *off* the chair.

### Post-Test

1. Try to *hit* the wall.
2. The child is very *small*.
3. Give me *another* apple.
4. The *balloon* is red.
5. No one is *afraid* of my dog.
6. Tell me *which* fruit is ripe.
7. What did you eat for *breakfast*?
8. Someone is sending a *smoke* signal.
9. The sky is *beautiful*.
10. Do you have a big *garden*?

11. I got up *early* this morning.
12. How many people went to the *zoo*?
13. What shall we *talk* about?
14. Who *wrote* the letter?
15. The *queen* will visit Canada.
16. I *always* eat a good breakfast.
17. There is a new rug on the *floor*.
18. Fall *weather* is usually pleasant.
19. My *friend* likes the movies.
20. I'm *sorry* I can't come with you.
21. *February* is often a cold month.
22. Did you have *enough* to eat?
23. What do you think I *should* do?
24. Summer *isn't* far away.
25. Wear warm *clothes* in winter.
26. Dr. Banting was a *great* man.
27. Do you like *orange* juice?
28. I have a music lesson on *Wednesday*.
29. The dog was badly *hurt* by the car.
30. Who *brought* this toy to school?
31. Your turn is *next*.
32. Who is the *woman* in the red dress?
33. There are a *hundred* centimetres in a metre.
34. He thought he *knew* the answer to that question.
35. Can you *guess* what is in this box?
36. The frost *killed* the flowers.
37. Please come to see us *again*.
38. The boys *might* finish their game.
39. There are *fourteen* days in two weeks.
40. How *often* do you brush your teeth?



# UNIT 1

## SUGGESTIONS FOR TEACHERS

Spelling is sometimes defined as the formation of words with the proper letters. Good teaching of spelling, however, requires more than the drilling of the correct order of the letters in words. It includes (a) the development of vocabulary, (b) aid to children in understanding the structure of words, (c) an attempt to relate the words being studied with the use made of the words in children's everyday writing, and (d) a concurrent reinforcement of skills taught in reading, writing, and other language arts programs. The ultimate goal of a spelling program, nevertheless, remains the correct arrangement of the letters of written words by student writers. To reach this goal pupils must know the contribution that individual letters and combinations of letters make to the spelling of words, however irrational the arrangement may sometimes seem.

The words of this first unit are monosyllabic. They have been chosen to correlate with the review phonics lessons you may be teaching in the reading program.

An important principle in teaching spelling is to expose the words being taught in as many situations as possible, and to use as many of the senses as possible to reinforce the learning. In introducing the words in this unit, then, it may be helpful for some pupils to spell the words aloud so that they may speak and hear the spelling, to trace the words on large sheets of paper or on the chalkboard, and, finally, to write them (or print them) on standard ruled paper.

At the beginning of the spelling program, much guidance must be given to pupils as they do the various exercises. In particular, attention should be given to the following: (a) the five steps in studying a word; (b) the vowels of the alphabet; (c) the substitution of vowels to make other words; (d) the substitution of beginning and final consonants to make new words; and (e) the meaning of the term *rhyme*.

Initially it is desirable to do most of the exercises orally before requiring pupils to write the answers.

*Testing and Re-teaching*

Frequent testing and checking are fundamental to good spelling. The first dictation in each unit should be for diagnostic purposes and should be used to find the troublesome words. You should be prepared to dictate and re-teach several times until almost total mastery of the spelling words is achieved. However, if one or two words still cause difficulty at the end of the unit, it would be best to include these words in the dictation of the next one or two units.

Emphasize the importance of listening carefully to dictation, and of writing the words neatly. Many teachers find it advisable to have pupils use a coloured pencil for all checking. Have pupils write correctly any words that they misspelled.

Re-teaching is not merely teaching the same words over again in the same way. Try to use an approach different from your initial presentation of the words. Re-teach only the words that were misspelled. (Pupils who had all the words in the dictation correct may be excused from the re-teaching lesson. You may wish to assign them all or part of the exercises "For Good Spellers", or you may prefer to allow them a free period or assign them related language work.) In re-teaching words to the pupils who made errors, draw attention to the parts of words where errors were made, and review any spelling point that may be involved.

If any of your pupils still have trouble because of reversing *b* and *d*, or confusing *q* and *g*, make sure this printing difficulty is cleared away. For pupils who cannot discriminate between *ě* and *ĩ*, or between *ě* and *ǎ*, supply practice in hearing these sounds and in associating the sound with the appropriate letter. Let children hear and see the differences in words like *bad*, *bed*, *bid*; *bag*, *beg*, *big*; *lad*, *led*, *lid*, etc.

Have pupils list all the words that end in *t* and in *g*. Supply practice in writing the letter combination *we*, which is awkward in cursive writing. The letter *j* does not occur frequently and often pupils at this level are not very familiar with its written form.

Write the correct forms of the words on the chalkboard. Use material in "Extra Help" as seat work for those pupils who need additional practice.

Pupils may mark their own work, but you must check very closely. Words in which there were any errors should be written correctly by the pupil in a spelling notebook, or in some other permanent refer-

ence book, under the heading, "My Own Spelling List". This list will be cumulative and the unit number of each word should be indicated in the margin. A class list of common errors may be started on the chalkboard. Encourage pupils to keep individual charts of their own spelling progress.

*Most commonly misspelled word repeated:* has.

## ANSWERS TO EXERCISES

- Do this exercise together orally, and have pupils write the answers only when you are reasonably sure they can do so correctly.  
(a) three; (b) all are short vowels; (c) all are single consonants
- (a) bad, has; (b) jet, wet; (c) hid, rip, sit; (d) hot, top; (e) *u*; (f) *a, e, i, o, u*; vowels; short.
- (a) bad, bag; (b) hot, jet, cut, wet, hit, sit; (c) jet
- (a) jet and wet, hit and sit; (b) rip; (c) hop; (d) hut
- (a) hat; (b) bed; (c) cut; (d) lot, hog
- At this stage take into account the immaturity of the pupils and their comparative lack of spelling skills. Supply the spelling of words they need. Without interrupting the flow of their thinking, where applicable help them to arrive at the spelling of words by using what skills they already have.

## EXTRA HELP

- Which word ... ?
  - is a piece of wood (log)
  - is something to write with (pen)
  - means the opposite of *good* (bad)
  - means the opposite of *dry* (wet)
  - is the opposite of *bottom* (top)
- Find and write the words in the list that end with *p*. (top, rip)
  - Which words have a short *e* sound? (jet, wet, pen)
  - Which words have a short *a* sound? (bad, has, bag)
  - Which words have a short *i* sound? (hid, hit, rip, sit)

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3.
  - Write these words from the list and those that rhyme with them: *wet, sit*. (jet, hit)
  - Write words from the list that rhyme with *rag, hop*, and *lid*. (bag, top, hid)
  - Write *bag* and the word you can make by changing *b* to *t*. (tag)
  - Write *cut* and the word you can make by changing *c* to *r*. (rut)
  - Write *bad* and the word you can make by changing *b* to *s*. (sad)
4.
  - Write the first three words in the list in alphabetical order. (bad, hot, top)
  - Write the last three words in the list in alphabetical order. (pen, rip, sit)
  - Write *jet, log*, and *cut* in alphabetical order. (cut, jet, log)
5. Some Puzzles
  - Change the *i* in *tip* and get a word in the list. (top)
  - What word do you get when you spell *pot* backwards? (top)
  - pencil – *cil* = (pen)
  - ring – *ng* + *p* = (rip)

## FOR GOOD SPELLERS

1.
  - Think of and write words that mean the same or almost the same as: *hot, wet, cut*. (warm, sizzling, scorching, etc.; damp, moist, sopping, soaking, etc.; slice, slash, etc.)
  - What words could you use instead of *cut* in these sentences?
    - I *cut* the bread. (sliced)
    - I *cut* the lawn. (mowed)
    - My mother *cut off* my allowance.  
(stopped, took away)
2.
  - A *log* and a *board* are both pieces of wood. What is the difference between them? (a log is unfinished wood; a board is trimmed or finished)
  - Another word for *rip* is *tear*. When *tear* is said with a long *e* sound it has a different meaning. Make up sentences to show that you know these different meanings of the words spelled *tear*.
  - A *bag* is something in which you carry things. Give the names of at least three other things like bags that are used for carrying. (sack, purse, suitcase, briefcase, schoolbag, etc.)

- A *pen* is used for making marks on paper. Name at least three other things that can be used for writing or making marks on paper. (pencil, crayon, brush, chalk, etc.)
3. Write or print *pen*, *log*, and *bad*. Make as many words as you can, using the letters of these three words. You should be able to get more than ten. Try for twenty! (dog, bog, and, God, peg, beg, bog, pad, pod, open, den, ban, nab, dab, gap, go, ago, goal, load, glad, bale, ale, pale, leap, etc.)
  4. • Write at least four words that begin with the letters *we*. (weather, wet, well, west, week, weak, etc.)
    - Write at least four words not in the list that begin with the letters *hi*. (hill, hilt, high, his, him, hide, hinge, etc.)
  5. What word or words could you use instead of *top* in each of these sentences?
    - The guide climbed to the *top* of the mountain. (summit, peak)
    - I lifted the *top* of the box. (lid, cover)
    - I bought a *top* for my little brother. (toy, shirt)

## UNIT 2

### SUGGESTIONS FOR TEACHERS

Fourteen of the fifteen words in the unit belong to three phonic families—*and*, *all*, and *old*. Have the children examine the words of the unit and discover together the similarity of spelling within the family groups. Let pupils find *all* in *fall*, *small*, *call*, *hall*. They should be able to make the generalization that *a* has a special sound when followed by *ll*. Similarly the long *o* of words in which *o* is followed by *ld* might be noted. Pupils might add to the list additional words such as *sold*, *fold*, *bold*. The ability to recognize these “family names” within more complex words is an aid to good spelling. Have pupils

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study the words, using the method outlined in "How To Study a Word" on page 5 of the text. Note that in *family* the *i* is often omitted; make sure that pupils see and write the *i* — underline or box it, and have pupils do the same.

Group the words in the various families and dictate them in sentences. Re-teach the difficult words by drawing attention to the parts of the words where errors have been made.

Re-test the whole class on all the words in the unit. Dictate the sentences in random order so that the word families will not be emphasized. If individual help is still required by pupils who have errors, list the vowels on the chalkboard and have these pupils point out the vowels in the words they misspelled and write the words again, saying them as they write.

### ANSWERS TO EXERCISES

Before you ask pupils to do the exercises, make sure that they know how to do them correctly. When "new" words are formed, children should use them to show that they understand the words. Use is better than attempting to give definitions. Most of this kind of work is best done orally, provided all children have an opportunity to be asked and to answer questions.

3. (a) fall; (b) cold; (c) sand; (d) hand

4. (a) small; (b) hall; (c) told; (d) land; (e) stand; (f) call

### EXTRA HELP

1. Which words in the list

- rhyme with *and* and begin with *s*? (sand, stand)
- rhyme with *all* and have four letters? (hall, fall, call)
- belong to the *old* family? (old, cold, told, hold)

2. Write the words in the list

- that begin with two consonants. (stand, small)
- that begin with the letter *h*. (hand, hall, hold)
- that end with double consonants. (hall, fall, call, small, all)
- that begin with *c*? (call, cold)

## 3. Spelling Mathematics

Write the question and the answer on your paper.

- st + all = (stall)
- land + ed = (landed)
- fall + s = (falls)
- sc + old = (scold)
- gr + and = (grand)
- w + all + s = (walls)

## 4. What word in the list is

- the opposite of *sit*? (stand)
- part of the arm? (hand)
- part of a house or school? (hall)
- the opposite of *hot*? (cold)
- not in the *and*, *old*, or *all* family? (family)

## 5. A word from the list is the answer for each of these questions.

- What season of the year comes between summer and winter? (fall)
- Would you call a one-hundred-year-old elephant old or young? (old)
- Which word from the list ends with *ly*? (family)
- What is often found near a lake or ocean? (sand)
- What word is often used with "long distance"? (call)

## 6. Add

- *ing* to *call*, *fall*, *hold* and *land*. (calling, falling, holding, landing)
- *er* to *call* and *hold*. Make up sentences to show that you know what the new words mean. (caller, holder)
- *er* to *small* and *cold*. (smaller, colder)

**FOR GOOD SPELLERS**

1. • Write at least three words that mean *small*. (little, tiny, wee)
- *Fall* is used to name a season of the year. Use *fall* in a sentence to show that you know another meaning.
- What is the "hand" of a dog called? (paw)
- An arm has a hand at the end of it. What does a leg have at its end? (foot)
2. • Make this sentence more interesting by using at least two different words for *called*: *The boy called to his friend*. (shouted, screamed, whistled, etc.)

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- A train travels on land. Write the name of two other things that travel on land, two that travel on water, one that travels under the water, and one that travels in the air. (car, automobile, bus, van, etc.; boat, canoe, ship, sailboat, rowboat, paddlewheel steamer, etc.; submarine; airplane, glider, kite, jet plane, rocket, etc. Accept reasonable answers. Send good spellers to a dictionary to check spelling of unfamiliar words.)
3. Write words that mean the same as: *cold*, *told*, *hall*. (chilly, freezing, cool; related, narrated, said; corridor, assembly room, meeting place)
  4. • Another word family rhymes with *ant*. Write at least three members of this family. (ant, pant, plant, grant, slant, rant)
    - A word that you often use ends in *ant* but does not rhyme with *ant*. What is it? (want)
    - A word that begins with *w* ends with the same letters as the *and* family, but does not rhyme with *and*. What is it? Use it in a sentence. (wand)
  5. Your fairy godmother has just made you the size of an ant. What does it feel like to be so small? How big does a blade of grass look to you?

## UNIT 3

### SUGGESTIONS FOR TEACHERS

Some of your pupils may already know how to spell many of the words in the list. However, the unit has as its purpose the establishing of a principle that will apply to many other words. It is therefore desirable that the initial teaching include all children. You may then wish to pre-test in order to eliminate from the exercise material those

words that pupils can already spell, and to excuse a few pupils from most of the written exercises.

In teaching the words you may want to use the analogy of partners in a game. Point out that, as in a sack race or a three-legged race, the two consonants, of which *h* is one, act as a team and not as individuals. The individual sounds of *c* and *h* are lost in *ch*, as are the sounds of *t* and *h* in *th* and *w* and *h* in *wh*; the partnerships produce totally new sound elements.

Read the words to and with your pupils. Let them select the consonant partners they *hear* and *say* in every word. Write the words on the chalkboard and have pupils draw a coloured line under the consonant partners in every word. Have pupils notice that *th* appears at the beginning of some words, in the middle and at the end of other words, and that two different sounds are spelled by the combination *th*.

Many children are still finding cursive writing difficult. Draw attention to the writing of the combination *wh* and to the difference between *ch* and *ck*. When you suspect that a spelling error is really an error in writing, have the child spell the word aloud.

Pupils who have difficulty doing the exercises probably require more oral work before tackling the additional help for poor spellers.

After the initial presentation of the words and the completion of the exercises, dictate the words in context and in random order, not according to consonant partners.

Re-teach only those words which were misspelled to the pupils who made the errors. Words that proved especially difficult should be re-taught in succeeding units and introduced into other subject lessons whenever possible.

Relate the phonic lesson to similar lessons in the reading program.

*Most commonly misspelled words appearing for the first time:*  
where, which, while.

## ANSWERS TO EXERCISES

A reminder: Make sure that directions are thoroughly understood before assigning the exercises. In both presentation and correction

## 38 UNIT 3

you would be well advised to use a combination of oral work and the chalkboard. Spelling is to a considerable degree a visual skill and pupils should therefore see the words to be studied as often and in as many different situations as possible.

1. (a) *ch*: each, lunch, child, which, chicken; *wh*: while, why, where, which; *th* (thank): thank, thankful, mouth; *th* (those): those, these, another; (b) which
2. (a) thank, why, lunch, child, which; (b) while, those, these, where; (c) thankful; (d) why; (e) each, another
3. (a) lunch, child, mouth, chicken
4. Accept reasonable sentences.
5. 1, 3, 6 move; 2, 4, 5 do not move

### EXTRA HELP

1. • Write words from the list that rhyme with *wild*, *beach*, *bunch*. (child, each, lunch)  
• Write the word that has the word *other* in it. Put a box around *other*.  
• Which word has *chick* in it? Underline *chick* in the bigger word. (chicken)
2. • Write all the words in which you see *an*. Underline *an*. (thank, thankful, another)  
• Which word has *h* twice? (which)  
• Which word ends in *y*? Which word ends in *ld*? (why, child)
3. • Which two words are exactly the same except for the vowel in the middle? (these, those)  
• Write *each* in front of every word in the list that it can go with, like this: *each lunch*, *each child*. (also mouth, chicken)
4. Answer these questions, using *these* or *those* in your answer:  
• Which chickens ran across the road? (These or Those chickens ... )  
• Why did you pick these flowers instead of those?  
• Which books belong to you?
5. Write *thank you* after the letters of those things for which you would say *thank you*, like this: (a) thank you.  
(a) someone gives you a birthday present

- (b) someone sharpens your pencil
  - (c) someone helps you do something
  - (d) someone walks upstairs
6. Write a word from the list that
- has three consonants all together. (thankful, lunch)
  - has only three letters. (why)
  - has *ou* in the middle. (mouth)
7. Write
- all the words that begin with *wh*. (while, why, where, which)
  - the word that rhymes with *smile*. (while)
  - the word that rhymes with *there*. (where)

## FOR GOOD SPELLERS

1. • Write *awhile*. From what word is it made? Ask a question using the word *awhile* correctly.
  - Read this sentence: Miss Jones will be out of the room awhile. Now write a sentence that says the same thing without using *awhile*. (Miss Jones will be out of the room for a while or for a time; accept any reasonable sentence that expresses the same idea.)
2. • Name some foods that you like to have for lunch.
  - Name two other meals of the day. (breakfast, supper, or dinner)
3. • The mouth is part of the face. Name as many other parts of the face as you can. (eyebrows, eyelashes, eyes, nose, ears, skin, etc.)
  - What parts of the mouth can you name? (lips, teeth, tongue, gums, palate)
4. • A chicken is said to be a *domestic fowl*. Find out what that means, and list three more domestic fowl. (duck, goose, turkey)
  - Name three domestic animals that are not fowl. (cow, pig, horse, etc.)
5. • Write five or six words beginning with *ch*. Arrange these words in alphabetical order. Clue: You will have to look at the third and sometimes the fourth letter of every word. Use a dictionary to check the order.
  - Now write five or six words beginning with *wh* having the sound of *hw*, and arrange these words in alphabetical order.

## UNIT 4

### SUGGESTIONS FOR TEACHERS

You may wish to have some discussion with pupils as to why the words in the unit would be useful in writing about a visit to a circus or a country fair. How many have been to a circus? would like to go? Remember that the circus may have been experienced by some children only through television. The spelling is more important than the theme of the unit, of course, but the theme does provide an opportunity to relate spelling to written language and to spoken English.

Pre-test by dictating the words to all of the children. Those children who can already spell the words may be excused from most of the teaching and from the exercises you think they do not require. They should, however, be included in the teaching of principles of spelling (soft and hard *c*, silent vowels, etc.) They should also take the final test. The exercises for good spellers are provided specifically for them.

Having established reasons for having to spell the words, proceed to examine with pupils how the words are constructed. The difficult parts of the words might be underlined or circled on the chalkboard with coloured chalk, e.g., *city*, *ice cream*, *people*, *buy*, *bought*, *country*, *yesterday*, *balloon*, *animals* (some children also transpose the *n* and *m* in *animals*). Introduce the generalization that *c* often has the sound /s/ when it is followed by *i* or *e* (*city*, *ice*), and that it normally has the sound /k/ when it is followed by a consonant other than *h* or by the vowels *a*, *o*, *u* (*cream*, *country*). The exercises should be used during the teaching process so that when pupils are asked to write them they are confident in what they are doing.

Note silent letters, especially in words like *bought* and *people*. Try to have pupils make the generalization that when a word has a long

vowel sound in the middle, the vowel sound is often spelled by two vowels—the first names itself, the second is silent. Do not press the point, as the following unit is based on the principle. Draw attention to the double letters in *balloon*, and have children pick out *ball*. How is *balloon* related in meaning to *ball*? (Most balloons are round like balls.)

Always remind pupils to use the study steps during the introduction to the spelling list, and later when they are trying to eliminate errors they have made.

After the exercises have been done, dictate the words of the unit in context. In re-teaching, eliminate those words which were spelled correctly by all pupils; concentrate on words which present recurring difficulty, and on those pupils who require further help.

*Most commonly misspelled words repeated:* people, today; *appearing for the first time:* balloon, bought, buy, country, tomorrow.

## ANSWERS TO EXERCISES

1. (a) both begin with *c*, end with *y*, have two syllables; differences: soft *c* and hard *c*, country has more consonants and uses two vowels to spell a single vowel sound; (b) soft *c*, or /s/; hard *c*, or /k/; (c) cream
2. (a) today, yesterday; (b) yes, day; (c) to, day; (d) to, or, row
3. Accept reasonable answers. Be sure to check spelling of all words, and have it corrected, but re-teach only words from the list that have been misspelled.
5. (a) *ou*; (b) *gh*
6. (a) ball; (b) both forms of the same “doing” word (remember in accepting answers that children have not been taught “doing” words); accept: both about buying, or similar answers; (c) city, buy, country, today, yesterday; (d) pony (extra word); (e) wag
7. Be sure that pupils’ work is read and commented on. Supply words other than those in the word list that pupils want to use but cannot spell.

## EXTRA HELP

1. Which word in the list ... ?
  - has two *e*'s together to spell the sound of long *e* (meet)
  - has the word *an* in it (animals)
  - has the word *air* in it (fair)
  - has the word *ought* in it (bought)
  - has two *l*'s and two *o*'s together (balloon)
  - ends in *le* (people)
  - has the word *yes* in it (yesterday)
2. Write *today* after the letters of those things that might have happened today, and *yesterday* after the letters of those things that might have happened yesterday. Sometimes these things might have happened both today and yesterday, for example: (a) *today* and *yesterday*.  
(a) I came to school. (b) I am studying spelling. (c) I ate my breakfast this morning. (d) Yesterday it rained.
3. Write *city* after the letters of those things you will see in a *city*, and *country* after the letters of those things you will see in the *country*, like this: (a) *city*.  
(a) skyscrapers; (b) fire engines; (c) cows; (d) barns; (e) TV studio; (f) wheat fields (accept answers children can justify)
4. Answer these questions using a word from the list.
  - What is cold and is sold in cones? (ice cream)
  - What name is given to horses, cows, cats, lions? (animals)
  - If you could *buy* anything you wanted, what would you buy?
  - How many *people* are there in your room?
  - What shape are the wheels of a wagon? (round)
  - What has four wheels? (wagon)
5. • Write *buy*. Draw a line through the silent letter in *buy*. Write *buy* again, and draw a ring around the letter that has a long *i* sound. (*u*, *y*)
  - In which word are the letters *ugh* not sounded? Write the word again and draw a box around the letters that are not sounded. (bought)
  - In which words in the list do you find *c* with the sound /k/? (country, ice cream)
  - In which words in the list do you find *c* with the sound /s/? (city, ice cream)

## FOR GOOD SPELLERS

1. • Write *horse*. What is a horse's foot called? What is the name given to the hair on the back of a horse's neck? (hoof, mane)
  - In what way is a pony different from a baby horse? (pony is a separate breed, not a young horse)
  - What is a young horse called? (foal, colt)
2. A city is a place where many people live together. Name two other places in which many people live together. (town, village, apartment house, country; accept any answer pupils can justify)
3. • Name five wild animals. (wolf, fox, bear, lion, beaver, etc.)
  - Name two or three animals that live in houses with people. (dog, cat, hamster, etc.)
  - Name three animals that do work for people. Tell what kind of work they do. (horses and oxen pull ploughs and wagons, dogs pull sleds, etc.)
4. • Ice cream is a dessert. What are three other desserts you like to eat?
  - What kinds of balloons can children not buy at the circus? (large balloons used for advertising, carrying people, etc.; accept reasonable answers)
  - In what country do you live? If you know anyone who lives in another country, tell what country that is.
5. Some Word Puzzles
  - I am a word that sounds the same as *fair* but I am spelled differently. How am I spelled and what do I mean? (fare, a fee or payment)
  - I am a word that sounds the same as *meet* but I am spelled differently and I have a different meaning. How am I spelled and what do I mean? (meat, animal flesh)
  - Look carefully at *city* and *kitty*. Tell why *city* is spelled with *c* and *kitty* with *k*. (*c* followed by *i* is usually soft, /k/ followed by *i* is therefore spelled *k*)
6. Pick any three words from the list and write a story about them. For example, you might choose *city*, *meet*, *people*; or *yesterday*, *bought*, *pony*.

## UNIT 5

### SUGGESTIONS FOR TEACHERS

Four main thoughts are developed or reviewed in this unit:

- (1) the meaning of the term *long vowel*.
- (2) the phonics generalization that when two vowels appear together in a word the first vowel is often long and the second silent.
- (3) a method of marking long vowels, i.e.,  $\bar{e}$ .
- (4) simple alphabetical order.

Have the pupils name the vowels. Write the vowels on the chalkboard. Draw a line over each vowel to show how the long (or name) sound of the vowel is marked. Write the spelling words on the chalkboard and have pupils come forward and mark the long vowels. Pupils will notice that the second vowel of the two that are together is silent. Draw a circle around each silent vowel. Develop the generalization that if two vowels are together in a word the first is often long and the second is often silent.

For pupils who are just learning cursive writing, the combination *fr* is hard to write. So too is *wa*, as in *wait*. Make sure that the writing difficulties are overcome.

When the exercises have been done, dictate each word in a sentence, instructing pupils to write only the word in the list. In re-teaching, stress again the vowel combinations if they have proved sources of error. After the final test, remind pupils to continue to record in their personal lists words which they found particularly difficult. A class list of "demons" should also be developing.

*Most commonly misspelled word repeated:* please.

### ANSWERS TO EXERCISES

1. (a) the first; the second; (b) long, says its own name; (d) *i*; (e) *a*; (f) *a*
2. (a) rain, wait, mail, afraid; (b) meat, please, clean; (c) soap, boat, float, coat, road

3. (a) meat; (b) road; (c) soap; (d) mail; (e) rain
4. (a) pail, tail, nail; (b) pain; (c) toad; (d) float
5. (may be done now or used later in the re-teaching period) afraid, boat, clean, wait
6. meat, boat, float, coat, rain, wait, clean, road (from the list); a number of other words may also be found

## EXTRA HELP

1. From the list, write the words that have: *ai*, *ea*, *oa*. Draw a coloured line under these pairs of vowels. (*ai*: rain, wait, mail, afraid; *ea*: meat, please, clean; *oa*: soap, boat, float, coat, road)
2. • Find and write the words that have these consonant blends: *pl*, *cl*, *fr*. Draw a coloured box around *pl*, *cl*, *fr*. (please, clean, afraid)  
• Which words in the list rhyme with one another? (boat, float, coat)
3. Which word in the list means
  - water falling from the sky? (rain)
  - what the letter carrier brings? (mail)
  - frightened? (afraid)
4. Write the word in the list that
  - names a food. (meat)
  - shows you are being polite in asking for something. (please)
  - rhymes with *bean*. (clean)
5. Write the word in the list that names
  - something to ride in. (boat)
  - something to wear. (coat)
  - somewhere to ride but not walk. (road)
  - something to use with water. (soap)

## FOR GOOD SPELLERS

1. In *meat* and *clean* the long *e* sound is spelled *ea*. Write four or five words that spell the long *e* sound *ee*. (meet, feet, feel, sleep, green, etc.)

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2. • Write a health rule using the words *clean* and *soap*.  
• Write a safety rule using the words *wait* and *road*.
3. • Tell three or four ways in which mail is carried. (air, ship, train, truck, etc.)  
• Who delivers the mail? (letter carrier)  
• What name is given to the price charged for sending mail? (postage, stamps)
4. • Name two other ways besides *rain* in which water falls from the sky. (snow, hail, sleet)  
• Name two other things besides a *road* on which cars or trucks travel. (street, bridge, viaduct, highway, lane, etc.)
5. Write  
• the names of several kinds of meat. (veal, beef, pork, ham, etc.)  
• the names of some different kinds of boats. (yacht, freighter, canoe, etc.)  
• other words such as *rain* that are "weather" words. (hail, snow, ice, sunshine, wind, etc.)  
• one word to name a coat worn in the rain. (raincoat, slicker)

## UNIT 6 (Review)

### SUGGESTIONS FOR TEACHERS

In this review unit, twenty-six of the more difficult words from preceding units are introduced again. Re-teach only those words which your pupils most often misspelled. These words should be supplemented with other words which the pupils found difficult in past units, and which were listed in the cumulative class list of difficult words. Try to make the review interesting by using an

approach different from that used when the words were first introduced.

The following sentences may be used for pre-testing, to determine which words require re-teaching. Read the word, then the sentence, then the word again. When a word is used at the beginning of a sentence do not take into account the use or non-use of a capital letter; in pre-testing you are concerned primarily with the actual spelling of the word.

## PRE-TEST

1. Did you *buy* a pencil?
2. Do you use *soap* to wash your hands?
3. *Which* words can you spell?
4. The ball is *round*.
5. Most people like *ice cream*.
6. *Where* do you live?
7. Are your hands *clean*?
8. I am not *afraid* of the dark.
9. The *rain* made the streets wet.
10. It is not *fair* to blame him.
11. We saw the *animals* at the zoo.
12. We go to the *country* to buy eggs.
13. *Thank* you for your help.
14. Write *each* word carefully.
15. Don't watch TV *while* you study.
16. I eat my *lunch* at noon.
17. Hamburgers are made of *meat*.
18. I am at school *today*.
19. The boy *bought* a pencil.
20. Teeth are in the *mouth*.
21. Don't walk on the *road*.
22. There are two children in my *family*.
23. *Please* help me lift this box.
24. My aunt lives in a big *city*.
25. *Tomorrow* will be my birthday.
26. Hundreds of *people* watched the parade.

Check the pupils' marking of this test, noting the frequency and types of errors for further corrective drill and practice. Pupils who had no errors in the dictation should be excused from the re-teaching lesson and allowed to do the exercises "For Good Spellers". However, they should write the final test with the other pupils.

Stress the joining of letters in writing: *w* and *h* (*while, which, where*); *o* and *u* (*round, bought, mouth*); *o* and *p* (*people*).

## RE-TEACHING

A reminder: Use the exercises for teaching purposes. Frequently, if not always, work through them orally with most pupils.

Words such as *bought, buy, people, today, where, which, and while* are both commonly used and most commonly misspelled. Make sure they are thoroughly taught. Note at which point your pupils have misspelled the words and clear away specific difficulties. Dictate, check, and re-teach until almost all the pupils have shown at least temporary mastery of all or almost all the words, gradually eliminating pupils from the re-teaching as they reach the desired goal.

During the re-teaching period use the "Extra Help" exercises with those pupils who need them. A final dictation should be given to *all* pupils. Accurate records of the misspelled words and of the types of errors should always be kept, particularly after the review units.

*Most commonly misspelled words repeated:* bought, buy, people, today, where, which, while.

## FOR TEACHERS ONLY

English has borrowed words from many languages—from Latin and French in particular, but also from the Scandinavian languages, Spanish, German, Hebrew, Greek, and even Persian. *Mouth* is an example of a word in which traces of different languages are evident. *Mouth* is derived from the Old English *muth*, related to Dutch *mond*, German *mund*, and Latin *mentum* (chin).

**ANSWERS TO EXERCISES**

1. (a) meat, ice cream; (b) meat, ice cream, animals, soap, lunch; (c) rain, fair
2. (a) ice cream, city; (b) afraid, rain, fair; (c) today; (d) each, which, lunch; (e) round, mouth
3. tomorrow, round, mouth, where or fair, while, clean, please, bought
4. (a) country, people; (b) today, tomorrow; (c) while, which, where
5. (a) family; (b) afraid; (c) each-ear; (d) clean-lean; (e) bought-ought; (f) animals
6. (a) pain; (b) pity; (c) south; (d) pound; (e) seat, neat; (f) load, toad

**Extra Help**

1. Accept reasonable answers.
2. (a) which, where; (b) Accept reasonable sentences.
3. (a) buy, today, family, country; (b) round, bought, country; (c) while, please; (d) round, afraid
4. (a) each, meat, ice cream, clean; (b) which, clean; (c) each, meat, road; (d) each, ice cream, animals
5. (a) soap, city; (b) lunch, thank; (c) people, where; (d) rain, fair; (e) mouth, thank
6. soap, lunch, people, mouth, rain, fair, city, possibly while

**For Good Spellers**

1. (a) horse; donkey, mule, zebra (also accept specific breed names, or race horse, etc.); (b) dogs, cats, budgies, farm animals such as sheep, goats, horses, etc.; (c) cows, pigs, goats (accept answers pupils can justify); sheep, lambs, mink, foxes, etc. (accept also cows, horses, pigs — cowhide, horsehide, pigskin)
2. (a) eyes, ears, nose, chin, cheeks; accept also teeth, eyebrows, eyelashes, etc.; (b) tongue, teeth, gums, palate, lips
3. (a) thank; (b) cleanliness
4. (b) the part that empties into a lake or sea or ocean; the end of a river
5. (a) by; (b) fare; (c) rein or reign

## UNIT 7

### SUGGESTIONS FOR TEACHERS

This is the first unit in the series that deals exclusively with compound words. Even students who are good spellers will benefit from a discussion of compound words.

Draw attention to the picture of the elves making words. Use the picture as a jumping-off point for children's understanding that

1. some words in our language are formed by putting two smaller words together.
2. no hyphens are used in these longer words.
3. the meaning of the longer word is often related to the meanings of the smaller words from which it was made.
4. when the smaller words are put together the pronunciation of the new word is not always the same as the pronunciation of the smaller words alone, e.g., cupboard, breakfast.

Use the exercise material orally to reinforce the teaching and be sure that pupils understand the directions before they are required to give written answers.

You may or may not think it wise to use the term *compound word*.

*Most commonly misspelled words repeated:* because; *appearing for the first time:* afternoon, before, cannot, outside.

### ANSWERS TO EXERCISES

1. (b) after/noon, air/plane, birth/day, be/cause, out/side, break/fast, can/not, be/fore, to/night, base/ball, side/walk, in/side, with/out
2. (a) handball, basketball, volleyball, football; accept reasonable answers; (b) today, yesterday, days of the week, etc.; (c) cannot, outside, birthday, today, tonight, baseball, beside, because, without
3. (a) outside, tonight, before, cannot; (b) airplane, breakfast, because, afternoon, sidewalk

4. long *a* sound in break, short *e* sound in breakfast; short *a* in fast, schwa (unstressed vowel) sound in breakfast (don't expect pupils to know "schwa" or "unstressed"!); (a) not eating; to resume eating; (b) breakfast usually follows a lengthy period without food
5. *a, b, c, f, i, o, s, t*; breakfast, inside, sidewalk, tonight; afternoon, birthday, cannot, without
6. (a) beside; (b) tonight; (c) breakdown, sidelines

## EXTRA HELP

1. • Which word has four consonants in a row? (birthday)  
 • Which words end with an *e* that is not sounded? (airplane, because, outside, before, inside)  
 • Write the words that have the letter *k*. Circle *k*. (breakfast, sidewalk)
2. Which word ... ?  
 • is the name of a sport? (baseball)  
 • is the name of a meal? (breakfast)  
 • begins with a word that means the opposite of another word in the list? (afternoon; *after* is opposite of *before*)
3. • Write all the words that have a long *a* sound. Draw a box around the letters that spell the long *a* sound in these words. (airplane, birthday, baseball; do not overstress *ai* in *airplane* as the vowel is affected by the following *r*, more in some areas of Canada than in others)  
 • The first part of which word rhymes with *about*? (outside)  
 • The second part of which word rhymes with *talk*? (sidewalk)
4. • Write *birthday*. Change *day* to *date*. What word have you made?  
 • Write *before* and *because* and another word that begins like these words and ends like *inside*. (beside)
5. • Write *tonight* and draw a line under the letters that are not sounded.  
 • Write the word that has *oo*. (afternoon)  
 • Which word has the sound /z/ spelled *s*? (because)  
 • Which two words have *out* as one part? (outside, without)
6. • Write *I can* or *I cannot* beside the number of each of the following:  
 (1) play baseball, (2) jump ten metres high, (3) fly like a bird.

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- Write *tonight* after the number of anything you might do tonight:  
(1) watch TV, (2) sleep, (3) fly to Africa, (4) eat.

### FOR GOOD SPELLERS

1. Write a compound word that tells
  - a time when something might happen. (tonight, today, tomorrow)
  - what you use for writing exercises in school. (notebooks)
  - what you use chalk on. (chalkboard)
2. Write four words that tell a time of the day. (dawn, morning, noon, afternoon, sunset, twilight, evening, night, midnight)
3. How many words do you know that end in *books*, like *notebooks*? (pocketbooks, workbooks, textbooks, bankbooks)
4. Draw this puzzle and print the correct words in the spaces:

1								
2								
3								
4								
5								
6								

1. This is what you give in reply to a question. (answer)
2. A person with fair hair is called this. (blond)
3. Points are made by touchdowns in this game. (football)
4. You do this to find out how tall you are. (measure)
5. These go straight up and may one day reach the moon. (rockets)
6. Multiply 100 by 10. (thousand)

5. • Make as many words as you can by adding words to *snow* and then to *rain*. (snowstorm, snowblower, snowmobile, snowball, snowdrift, snowfall, etc.; raincoat, rainstorm, rainfall, etc.)  
 • Pick a word from each of your lists and write three or four sentences about it.
6. Write a story about *one* of these ideas:  
 The Last Inning of the Ball Game (You are the pitcher for the winning team.)  
 My First Airplane Ride (or train or bus or snowmobile ride)  
 A Strange Afternoon

## UNIT 8

### SUGGESTIONS FOR TEACHERS

All of the long vowels, *ā, ē, ī, ō, ū*, are used in this unit. Refer pupils to Unit 5 to recall how a long vowel is marked. Through questioning and additional examples, e.g., *name, fame, hide*, have pupils formulate the generalization that a single vowel often says its own name when there is a final silent *e* as in *same, ride, use*. Pupils should realize that the final silent *e* is very important. Without it, *same* becomes *Sam*, *ride* becomes *rid* and *use* becomes *us*. Observant pupils may produce major exceptions such as *give, have, where, there*. Otherwise do not draw attention to these exceptions.

Note that *close* has two pronunciations and, at this level, two meanings—the verb *close*, in which *s* = /z/, and the adjective *close*, in which *s* = /s/. *Use* also has two sounds for *s*—/s/ and /z/ for the noun and verb respectively. *Fire*, often heard as a two-syllable word, is sometimes misspelled *fī-er*.

## 54 UNIT 8

As always, the exercises should be used as a base for teaching and as a way of reinforcing learning through written practice.

When re-teaching, you may wish to use the groupings of words suggested in Exercises 1 and 2 in the pupils' text. It is also useful to try a different approach, based on the meaning or use of a word, to lend variety to the re-teaching situation. Use rhyming words such as *name, tire, take, side, fuse, stare* to consolidate the principle of the effect of the final silent *e*. A word of warning — you may have to revert to Unit 5 to explain why *soap* rhymes with *hope*. To avoid confusing poor spellers, do not mention this kind of rhyme unless it is questioned by pupils.

*Most commonly misspelled words repeated:* here; *appearing for the first time:* close, hope.

### ANSWERS TO EXERCISES

1. (a) *e*; (b) *ā, ē, ī, ō, ū*, the long vowel sounds; (c) line to be drawn through all final *e*'s
2. (a) lake, same, care, ate; here; hide, ride, fire; hope, rope, close, note, smoke; use
3. (a) hope, ate, note; the vowels became long; (b) same; (c) use; (d) hid, at; the vowels became short
4. (a) hope-rope; (b) close-rose; (c) same
5. car, her, line, nose, us

### EXTRA HELP

1. • Add *e* to *car, hid, us*. What happened to the vowel sounds when you added *e*? (care, hide, use; they became long)  
• Ask a question with each of the words given in (a), like this: Who *hid* the apple?  
• Answer the questions using the new words you made.
2. • Write *ride* after the number of any of these that you can ride; write *cannot ride* after the numbers of those you cannot ride: (1) a bicycle, (2) a pony, (3) a motorcycle, (4) a kite.

- Write *here* after the number of any of these that are *here* in the room, and *not here* after the numbers of those things that are not in the room: (1) a fire engine, (2) crayons, (3) a teacher, (4) a tree.
3. Ten of the words in the list become new words when the final *e* is dropped. Try to find all ten words, and beside each write the new word that is made when the *e* is dropped. Clues: One of them should have a capital letter. One is the name of a tree. (hop, Sam, hid, not, car, rid, us, at, fir, her)
  4. Use a word from the list in your answer to every question:
    - Where do people sometimes swim? (lake)
    - What do you use to tie up a heavy parcel? (rope)
    - What is usually found wherever there is fire? (smoke)
    - What might you write to someone instead of a letter? (note)
  5. Word Math
    - smoke – e + ing = (smoking)
    - rope – e + ed = (roped)
    - close – e + et = (closet)
    - close + d = (closed)

What is the difference between the vowel *o* in *closet* and in *closed*? (the first is short, the second long)

## FOR GOOD SPELLERS

1.
  - Write the name of a game that has the word *hide* in it. (Hide and Go Seek)
  - Write *ate* and tell who ate (1) Baby Bear's porridge, (2) Christmas pie, (3) curds and whey. (Goldilocks, Little Jack Horner, Little Miss Muffet)
  - Who did *not* eat the sour grapes? the three little pigs? Hansel and Gretel? (the fox, the Big Bad Wolf, the Wicked Witch)
2. Make a longer word by joining a word from B to a word from A.  
 A: fire, note, lake, hide  
 B: shore, away, place, books  
 (fireplace, notebooks, lakeshore, hideaway)
3. Change these sentences so that they tell about something that happened yesterday.

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- I ride my horse to school.
  - The children eat a hot breakfast.
  - The dogs hide their bones.  
(rode, hid, ate)
4. • Write the words that sound the same as *ate* and *here* but have different meanings. Show that you know the meanings of the words. (eight, hear)
- Add *less* to three words in the list. Add *ful* to the same words to give opposite meanings. (hopeless, hopeful; careless, careful; useless, useful)
5. • *Rope* and *smoke* could both be used in writing something about a cowboy. Write three or four other words that you might use in writing about a cowboy's life and work. (round-up, fire, camp, brand, cattle, saddle, lasso, horse, etc.)
- Draw a picture of a rodeo. Pretend that you are a cowgirl or a cowboy in the picture. Write a few sentences about the rodeo.

## UNIT 9

### SUGGESTIONS FOR TEACHERS

This unit fits well with science or social studies lessons, and may be studied at a time that permits you to use it in conjunction with these lessons. Any device you can think of that will focus attention on the spelling of the words should be used, and opportunities should be provided to use the words in a context that has meaning for pupils.

Note the *ian* ending and the initial capital letter in *Indian*, whether the word is used as adjective or noun. Although *beautiful* is not in the

list of most commonly misspelled words, its cluster of vowels is a problem for many children; draw attention to the *eau*, and also note the *i*. Some pupils will find interesting the construction of the word from the base word *beauty*. If you point this out, however, be sure that other children are not confused to the point of using *y* for *i*.

The exercises direct attention to most of the spelling difficulties that are likely to be encountered. Be careful to note the specific difficulties of your pupils, and teach to overcome them.

Some children will still be struggling with cursive writing. The joining of letters is often a source of trouble, and combinations such as *ou*, *wa*, *wi*, *br*, *ve*, *fu* should be watched. It is useful to observe children as they write these letters to see what errors they are making. Have them use the chalkboard so that writing errors are immediately noticed.

In re-teaching, list on the chalkboard the words that were misspelled and re-teach them only to those pupils who made mistakes in spelling them. Try to vary the re-teaching. Check to see that an error in *brown* is not an error in handwriting. Point out the combination of *ea* common to *weather*, *beautiful*, and *leaves*, but make sure that the *u* is not omitted in *beautiful*.

*Most commonly misspelled words repeated:* country; appearing for the first time: summer, weather.

## ANSWERS TO EXERCISES

1. (a) spring, grass, green, brown; (b) *r*; (c) grass, green; (d) spring
2. leaves, green, country; *ee*, *ea*, *y*; three spellings for the same sound
3. (a) beautiful; (b) beautiful, brown; (c) beautiful, brown
4. (a) country, Canada; *C* in Canada is a capital letter; (b) Canada; (c) *spring*, *country*
5. (a) warm, winter, weather; (b) the sound of *e* is short in weather and long in leaves; (c) feather, bread, instead, spread, ready, etc.; (d) ring
6. (a) fall; (b) warm summer; (c) beautiful country; (d) Indian summer; (f) "O Canada"

**EXTRA HELP**

1. Write the word that
  - means more than one leaf. (leaves)
  - is the colour leaves turn in the fall. (brown)
  - is the season that follows summer. (fall; also accept Indian summer)
  - means the opposite of *cool*. (warm)
2. Which words in the list
  - have *a* as their second letter? (warm, fall, Canada)
  - have *r* as their second letter? (grass, green, brown)
  - end with the letter *l*? (beautiful, fall)
3. Answer these questions. Use a word from the list in each answer.
  - In what season of the year is hockey played? (winter)
  - What colour are leaves in the spring? (green, spring, leaves)
  - What is the name of our country? (Canada)
  - What is the weather forecast for tomorrow? (weather, warm, beautiful)
  - Who lived in southern Canada before the white settlers came? (Indians)
4. In which words do you see these little words: war, ring, win, sum, all, can? (warm, spring, winter, summer, fall, Canada)
5. For Fun
  - If you were an elf what colour shoes might you wear? (green)
  - What leaves can you read? (the leaves of a book)
  - How is it that country people know how many they are when city people don't? (*Country* people can always take their *count*.)

**FOR GOOD SPELLERS**

1. • Write *yellow* and the colours you get when you mix yellow with blue and yellow with red. (green, orange)
- What is the name of the part of the garden that has to be cut with a mower? (lawn) What grows in this part of the garden? (grass)

- What are three fruits that are yellow in colour? (bananas, some apples, some pears, grapefruit, lemons, etc.)
- 2. • Name two yellow flowers. (daffodils, some roses, chrysanthemums, etc.)
- Which of these colours are almost the same as yellow: lemon, gold, orange, purple? (lemon, gold)
- What are the colours of our flag?
- Purple is sometimes called the royal colour. Try to find out why. (used to be made from a very expensive dye and was worn only by kings and other important people; it is still widely used in royal robes)
- 3. • Write a sentence telling about the weather today.
- Pick your favourite sport for this season of the year. Tell why you like it or how you play it.
- 4. • What do you think is the most beautiful thing in the world? Tell a few things about it.
- 5. • What animals eat grass? (sheep, goats, cows, horses, deer, etc.)
- People eat the seeds of some kinds of grasses. What are two of them? (wheat, oats, barley, rice, etc.)
- What are cereals? Use a dictionary to find out if you are not sure. (food produced from grain)

## UNIT 10

### SUGGESTIONS FOR TEACHERS

The letter *r*, as has already been noted in passing, almost always has an effect on the vowel that comes before it. Have children listen carefully to sets of words such as *fat* and *far*, *tan* and *tar*, *fog* and *for*, *stop* and *storm*. They should be able to arrive at the generalization

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that the sounds heard in the middle of *park* and in the word *are* are usually spelled *ar*, and the sounds heard in the middle of *corn* are usually spelled *or*. The words in this unit's list may be grouped according to the *ar* and *or* combinations. The pupils' text suggests thinking of them as being in *ar* and *or* families.

Draw attention to the two-syllable words, *garden*, *forest*, and *forget*; and to *ge* ending *large* with the sound of *j*. Review the writing of the letter *k*, comparing it with *h*. Note the relationship in height of *b*, *l*, *k*, *h*, the tall letters, with *t* and *d* which are shorter. Remind pupils about the formation of the lower loop of *g*.

*Most commonly misspelled word repeated:* for.

## ANSWERS TO EXERCISES

1. (a) dark, start, garden, hard, far, park, barn, large, farm, bark; (b) harm; (c) dark, park, bark; (d) farm-arm; (e) large, *ge*; (f) start, tart
2. (a) storm, or, for, forest, corn, forget; or; (b) bark; (c) harm; (d) cord; (e) forest, forget; (f) storm
3. (a) forest, forget, dark, park, bark, start, barn; (b) farm-arm, garden-den, start-tart
5. (a) corn; (b) storm; (c) hard; (d) bark-ark
6. Stories should be shared — read to one another by children in small groups or taped and read by children on their own — and commented on by other pupils and by you.

## EXTRA HELP

1. Find and write words in the list that
  - begin with *st*. (storm, start)
  - end with the letter *t*. (start, forest, forget)
  - have the letter *k*. Write *k*, and then the words again. (dark, park, bark)
  - end with the letter *n*. (garden, corn, barn)

2. • In what two places named in the list might corn be grown? Use *corn* in a sentence to answer the question. (garden, farm)  
• Use *dark* and *storm* together in a sentence about being lost in a *forest*.
3. • What word could mean either *to put a car away out of traffic* or a *place where there are trees and flowers*? Draw a box around *ar* in the word. (park)  
• Write *for me* after the numbers of the things you would like to have for yourself, like this: (2) *for me*.  
(1) an airplane (2) marbles (3) ice cream (4) a bicycle
4. • Write *or* and all the words in the list in which you see *or*. (storm, or, for, forest, corn, forget)  
• Write *large* after the numbers of all the large things and *small* after the numbers of all the small things named below.  
(1) pin (2) a mountain (3) a jet plane (4) a fly (5) an apartment building (large: 2, 3, 5; small: 1, 4 — but be prepared to accept answers that consider relative size, e.g., a jet plane is smaller than a mountain)
5. Opposites  
What words in the list are the opposite of *near*, *small*, *soft*, *light*, *end*, *remember*? (far, large, hard, dark, start, forget)

## FOR GOOD SPELLERS

1. • Write *storm* and some other words that are kinds of storms. (gale, hurricane, tornado, typhoon, etc.)  
• List two or three things that might happen to you during a great wind storm.
2. • Write *garden* and two words describing the kind of garden you might plant.  
• Name three flowers you like to see in a garden.
3. By changing the first letter, make a new word from  
• *park* to mean a small bird. (lark)  
• *large* to mean a large flat boat. (barge)  
• *for* to mean a word used with *neither*. (nor)  
• *far* to mean something black and sticky. (tar)  
• *corn* to mean ripped. (torn)

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4. • Which of the following words mean the same or almost the same as *hurt*: *injure, wound, pain, help*?
  - Which of the following words mean the same or almost the same as *large*: *enormous, huge, generous, tremendous, wide*?
5. • Write *dark* and *light* side by side on your paper. Under each write the names of two things that are dark, and two that are light. (night, black, chocolate, etc.; sun, white, etc.)
  - What is another meaning for *light*? Write a word that is the opposite of this other meaning. (heavy)
6. Imagine that in the blink of an eye you have been carried away to another planet and dropped in the middle of a garden or a forest. Tell what you see there. How is it different from a garden or a forest on our planet Earth?

## UNIT 11

### SUGGESTIONS FOR TEACHERS

This unit is concerned with the formation and correct spelling of the comparative forms of adjectives and adverbs (the technical names, of course, are not intended for use with students). The comparative form, which is used to compare two of a kind, is made by adding *er* to the positive form; the superlative form, which is used when comparing three or more of a kind, is made by adding *est* to the positive form. Do not teach the use of *more* and *most* except, perhaps, to a few of the better spellers.

You might use three short pencils of various lengths to develop statements using *short*, *shorter*, and *shortest*. Write the pupils' answers on the chalkboard and underline the form of *short* that is used

in each answer. Similarly, classroom objects may be used to illustrate the comparative forms of *small*, *big*, *thick*, etc.

Point out what happens when *er* and *est* are added to the words that end in *y* — *pretty*-*prettier*, *early*-*earliest*. Note also the spelling difficulties in these words that are not related to the adding of the suffixes — *ear* in *early*, and the fact that *pretty* differs in its spelling from its pronunciation.

Compare *high* with words such as *right* and *bright*, so that pupils discover for themselves that the sound of long *i* is sometimes spelled *igh*.

Provide writing practice in the joining of *w* to *e*, as in *sweet*.

When re-teaching the words that your pupils misspelled, try to make each child conscious of where he or she has to watch the spelling. Some pupils tend to use an extra *t* in *later*; for them, review the principle of the final *e* and its effect on the internal vowel of a word. *Soon* is commonly misspelled; have pupils notice the *oo*. The combination *ew* in *few* appears in a number of other words, e.g., *threw*, *blew*, *new*, *dew*.

If cursive *f* and *w* are causing trouble for some children, have those children practise writing them correctly.

Re-test after re-teaching, and continue re-teaching and re-testing as often as is necessary to achieve almost total mastery.

*Most commonly misspelled words repeated:* dear, fine, pretty;  
*appearing for the first time:* early, ready, soon.

## ANSWERS TO EXERCISES

1. (b) earlier, earliest; (c) fewer, fewest
2. (a) poorer, poorest; (b) readier, readiest, higher, highest; (c) finer, later, finest, latest
3. (a) any reasonable combination, e.g., fine, early, poor, later boat; early, pretty, fine garden; etc.; (b) near-dear; (c) high; (d) poor, later, hear, dear; ready, early, pretty
4. (a) fine, high, kind; (b) soon, poor; (c) fine, few; (d) Note that *d* should be approximately two-thirds the height of *k*.

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5. (a) dear; (b) early; (c) soon; (d) near
6. Stories should be read and commented upon.

### EXTRA HELP

#### 1. Opposites

Which words in the list are the opposite of *rich*, *earlier*, *many*, *ugly*, *low*? (poor, later, few, pretty, high)

2. • Write *kind* after the number if you think that what is being described is kind: (1) helping an older person, (2) carrying a parcel for someone, (3) throwing paper on the floor, (4) shovelling snow for a neighbour.  
• Write *near* after the number if what is named is near your house, and *far* if it is far from your house: (1) downtown, (2) a garden, (3) the front steps, (4) the sidewalk, (5) the supermarket.
3. Which words in the list ... ?
  - end in *y* (ready, early, pretty)
  - end in *r* (poor, later, near, dear)
  - have *ear* in them (near, dear)
  - have the letter *d* (ready, kind, dear)
4. • Which words in the list say kind things, like *pretty*, for example? (fine, sweet, kind, dear, pretty; perhaps ready can be justified)  
• Write *earlier* or *later* to answer these questions:  
Do you eat breakfast earlier or later than lunch?  
Do you come to school earlier or later than nine o'clock?  
Do you go to bed earlier or later than eight o'clock?  
Does the sun rise tomorrow earlier or later than seven o'clock?
5. • Ask a question using the word *poor*. Answer the question.  
• What word from the list could you use to say that something costs a lot? (dear)  
• What word could you use to say that a piece of cloth is smooth and even? (fine)  
• Which word means almost the same as *tall*? (high)  
• Which word is the opposite of *sour*? (sweet)

## FOR GOOD SPELLERS

1. • Look at *warm-warmth* and *kind-kindness*. Write pairs of words like these for *high*, *pretty*, and *ready*. (height, prettiness, readiness. Make an opportunity to discuss these words with good spellers.)
  - What are three things that might be described as *high*? (mountains, buildings, towers, hats, etc.)
  - What are three things that might be described as *pretty*?
2. • *Warm* and *hot* are a pair of words that are related but not exactly the same in meaning. What word would you use with *cool* to make a pair? with *damp* to make a pair? (cold, wet)
  - In each of these sentences use another word that means the same as *dear*.  
 The toy was *dear*, so I did not buy it. (expensive, high-priced, costly)  
 A *dear* little elf crept out of the grass. (attractive, sweet, lovable, darling)
3. • Write as many words as you can find that end in *ear* like *dear* and rhyme with it. (ear, fear, gear, hear, near, rear, sear, tear, year, smear, spear; but not bear and wear which rhyme with scare)
  - Which words do you know that end with *ew* and rhyme with *few*? (stew, knew, hew, mew, spew, pew, dew, etc.) Use two of these words to show that you know what they mean.
4. Write these sentences in a different way to show that you know the meaning of the parts in heavy type.
  - The police searched *high and wide* for the lost children. (everywhere)
  - The pioneers worked *early and late* to clear the land. (long hours)
  - Their neighbours were *near and dear* to them. (they loved their neighbours, or were very fond of their neighbours, or felt very close to their neighbours)
  - We've always been *pretty* good friends. (fairly or very)
5. Write a few sentences telling about a good deed. Draw a picture showing the good deed.

## UNIT 12 (Review)

### SUGGESTIONS FOR TEACHERS

Dictate the words to all pupils to determine for yourself and to let them see where they require re-teaching and further study. If twenty-five words are too many for your class to handle at one sitting, break the list into two parts. Excuse from further teaching and the regular assignments those pupils who have all or all but one or two of the words spelled correctly. Do make sure, however, that those who have isolated errors spend some time learning the words they misspelled. All pupils should be asked to write the final test, if only to give them the satisfaction of knowing that they have truly mastered this selection of words.

For those who need the review, re-teach such skills as the effect of the final *e* on the internal vowel; the principle that long vowel sounds are sometimes spelled by two vowels, the first one of which names itself, the second of which is silent (*paid, road*); and the effect of *r* on a preceding *a* or *o* (*far, for*).

You may also, for those who need it, review *wh, th, ch*, and the marking of long syllables.

To save you time, the following sentences are suggested for dictation. Read the word, then the whole sentence, and then repeat the word to be spelled.

#### PRE-TEST

1. We have a recess period every *afternoon*.
2. We go out if the weather is *fine*.
3. Wait for me *while* I get my coat.
4. I wear it *because* it is warm.
5. We have a *dear* little kitten.
6. Do you go to bed *early*?
7. I *hope* I can spell these words.
8. We will *soon* find out.

9. *Today* is (Friday).
10. The cake will be *ready* soon.
11. *Which* book are you reading?
12. The kitten is *pretty*.
13. I *cannot* answer that question.
14. Who *bought* the candy?
15. I was here *before* nine o'clock.
16. Your mother bought it *for* you.
17. Please walk on the *sidewalk*.
18. When is your *birthday*?
19. Don't *forget* to come to the party.
20. *Summer* is a beautiful season.
21. Very *few* people are absent today.
22. Please *close* the door.
23. How *high* is the school building?
24. Be *kind* to animals.
25. How many *people* are going to the concert?

## RE-TEACHING

You may wish to re-group the words according to the kinds of errors pupils made on the pre-test. Those are the best groupings, but you may also use the logical groupings suggested in earlier units:

Compound words: afternoon, cannot, sidewalk, because, before, birthday

Double consonants: cannot, summer, pretty

Silent *e* making the internal vowel long: hope, fine, close, while

Vowel combination *ea* spelling three different pronunciations: ready, dear, early

Silent *gh*: bought, high

Use the "Extra Help" materials for re-teaching. Gradually eliminate most of the words through successive dictations, and drop from formal re-teaching the pupils who spell all the words correctly on dictation. Only good spellers, however, who spell all the words correctly by the second dictation, should be asked to do the work "For Good Spellers". With a slow class you may not achieve mastery even after repeated re-teaching. Make a note of the words that continue to be misspelled and include them in your teaching of succeeding units.

## 68 UNIT 12

*Most commonly misspelled words repeated:* afternoon, because, before, bought, cannot, close, dear, early, fine, for, hope, people, pretty, ready, soon, summer, today, which, while.

### ANSWERS TO EXERCISES

1. (a) be/cause, can/not, for/get, side/walk, to/day, be/fore, birth/day; (b) long; (c) fine, sidewalk, kind, high; (d) which; (e) bought, high
2. (a) peoϕple; (b) for, forget; (c) ready, dear, early; all different; (d) 1, 3, 4
3. few, close, pretty, cannot, bought, summer, fine
4. (b) 1, 2, perhaps 3
5. (a) hope; (b) today; (c) sidewalk; (d) ready; (e) forget; (f) prettiest
6. (a) soon; (b) because; (c) cannot

### Extra Help

1. (a) forget, sidewalk, dear/early, afternoon, birthday, because; (b) afternoon, soon, while, hope, fine, kind; (c) ready, early, today, pretty, birthday; today, birthday; cannot, forget, bought; people, while; (d) close; which, while; pretty; before
2. (a) for, forget, before; (b) bought; (c) afternoon; (d) birthday; (e) early
3. (c) summer, winter; (d) today; (e) today
4. can: 1, 4, 5; cannot: 2, 3, 6
5. (a) hose; (b) dearly, dearest; (c) loon, coon

### For Good Spellers

1. lighthouse, underwear, cupboard, railroad, overcoat, blackbird, housecoat, birdhouse, roadhouse
2. (a) near, shut; (b) third, rib, bit, hay, ray, bay, dirt, bird, rid, birth, day, tab, bath, bat, dib, air, raid, aid, bad, bid
3. (a) path; (b) highway, street, expressway, throughway, route; (c) morning, noon, evening, night, midnight; (d) beside, besides, between, behave, belong, etc.
4. (a) by, fry, dry, cry, etc.; pie, die, lie, etc.; (b) cough, trough; though

## UNIT 13

### SUGGESTIONS FOR TEACHERS

In this unit the term “base word” is introduced for the first time. The explanation of the term in the pupils’ text should be somewhat expanded. Emphasize with illustrations that the spelling of the base words in this unit is not changed when the endings *ing*, *ed*, *s* are added; no letters of the base word are omitted, no letters are doubled when the endings are added.

The words in the list present certain difficulties. *Walk* and *talk* contain silent *l*; have pupils box or underline *alk*. The *a* in *learn* might be omitted by poor spellers; draw attention to it. *Asked* should be carefully pronounced so that pupils hear *k*; many children say and hear *ast* or even *aksed*. Watch for spelling errors based on faulty pronunciation and hearing. Another common error is the substitution of *n* for *m* in *jump* because of poor perception. In *open* stress the single *p*; have pupils note that *o* is long because of the single consonant following it. There is a temptation to add an extra *n* before the endings *ed* and *ing*. In *visit*, see that pupils write both *i*’s.

Re-teach only misspelled words, to those who had errors. Try to vary the approach in re-teaching. For poorer spellers, draw attention to the two words that begin with two consonants (*spell*, *stay*), three words that end with a single consonant (*open*, *visit*, *asked*), and two words with a long vowel sound (*stay*, *open*).

*Most commonly misspelled word appearing for the first time:* asked.

### ANSWERS TO EXERCISES

1. (a) help, helps, helping, helped; (b) jump, jumps, jumping, jumped
2. (a) consonants; (c) spell, spells, spelled, spelling; stay, stays, staying
4. (a) 1, 2, 5; (b) 1, 2, 4, 5; (c) 1, 3, 4
5. (a) walk-talk; (b) open, visit, asked; (c) learn-turn; (d) visit

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6. Pupils might divide into groups of five or six to read and discuss one another's stories and to check for spelling of familiar words. Recognize the worth of pupils' writing by discussing it with them.

### EXTRA HELP

1. Find in the list and write the word that means
  - the opposite of *push*. (pull)
  - the opposite of *go*. (stay)
  - the opposite of *closed*. (opened)
  - the same as *speak*. (talk)
  - the same as *twist*. (turn)
2. • Arrange these words in alphabetical order: *pull, help, visit, learn*. (help, learn, pull, visit)
  - Which words rhyme with: *full, chalk, lump, well*? (pull, talk-walk, jump, spell)
3. • Print the words *jaws* and *soap* down your page like this:

j	s
a	o
w	a
s	p

Use each letter as the first letter of a word in the list, like this:

h elp

a sked

s pell

(jump, asked, walk, spell/stay; spell/stay, open, asked, pull)

- Do the same for the words *top* and *jot*. (talk/turn, open, pull; jump, open, talk/turn)
4. • Change the first and last letter of *self* to make a word in the list. (help)
    - Add *ing* to a word in the list to tell what you are doing now. (spelling or learning)
    - Take *key* away from *turkey* and add *n* to make a word in the list. (turn)
    - Change *st* to *pl* to make a word that tells what you like to do. Write both words. (stay-play)

5. • Add *s*, *ed*, and *ing* to *visit*. Make up a sentence using one of the forms of *visit*.
- Write *learn*. Add *er* to *learn*. Explain what the new word means or use it to show its meaning.

## FOR GOOD SPELLERS

1. • Write *show* and two words that rhyme with *show*. (low, slow, flow, etc.)
- Write at least two other words that end with the sound of long *o* spelled in other ways than *ow*. (though, hoe, tomato, potato, etc.)
- Write *add*. Make three other forms of *add* by adding *s*, *ed*, *ing*. Make another word by adding *ition* to *add*. (adds, added, adding, addition)
- Write these signs in words: +, −, ×, ÷. (plus or add; minus, subtract, take away, less; multiplied by, times; divided by)
2. • What kinds of shows might you see on television? (comedy or funny, news, variety, play, drama; accept reasonable answers)
- Which TV show do you like best? In a few sentences tell why you like it.
3. • Read this sentence: The boy *walked* down the path. Write as many words as you can think of that could be used instead of *walked* — for example, *crept* or *limped*. (crawled, hobbled, ran, sped, hurried, strolled, sauntered, etc.)
- *Spell* has a meaning that goes with *witch*. Make up a sentence about this kind of spell.
- Think of at least two different meanings of *turn*. Make up sentences to show that you know two different meanings. (take your turn, turn the wheel, watch for the turn in the road)
5. • Find at least one other word that spells the heavy part of these words in exactly the same way: *learn*, *fern*, *turn*. (earn, lantern, burn)
- In what way are a jumping jack, a trampoline, and a skipping rope the same? (They all have something to do with jumping.)
6. With another good speller as a partner, make up a little play about a visit to a witch's house. Write out what each of you must say in the play. If your teacher asks you to do so, act the play for the class.

## UNIT 14

### SUGGESTIONS FOR TEACHERS

Making a scrapbook and sending it away to another school can be a powerful motive for collecting, writing, and proofreading as well as spelling. It also provides an opportunity to extend spelling skills and vocabulary.

*Write* and *wrote* are two of a small group of words that begin with *wr*. Direct pupils to a dictionary for other common words with this spelling, e.g., *wrap*, *wrestle*, *wrinkle*, *wrong*. The combination *wr* is difficult to write; the chalkboard is useful for practising it. In fact, the chalkboard is highly recommended for all kinds of spelling practice—you can check errors quickly and have pupils make corrections before they have confirmed errors through repetition.

*Picture* and *pitcher* are regularly confused because of careless pronunciation. Note that in *school* and *Christmas* the sound /k/ is spelled *ch*; better students may be interested in other words with the same feature, e.g., *chorus* and *scholar*. *About* and *house* have *ou*. The forms of *say* are *says*, *saying*, and *said*; some pupils may notice that the *y* of *say* changed to *i* when *d* was added. You might compare *pay*, *pays*, *paying*, and *paid*. Special attention should be given the apostrophe in *o'clock*, and the capital letters of *Christmas* and *Easter*, as the names of special days.

In dictation, include the words from previous units that have caused trouble. Re-teach only those words that were misspelled. Encourage pupils to add to their own spelling lists and to study them. Always check pupils' marking of their own work—even good spellers tend not to see their own errors.

*Most commonly misspelled words repeated:* about, Christmas, house, said, school, teacher; *appearing for the first time:* Easter, o'clock, says, write, wrote.

## ANSWERS TO EXERCISES

Discuss the scrapbook and what you are going to put into it before starting the exercises. Children should know that there is a difference between the initial attempt at something and the finished product that is to be sent away for others to see. Make sure that names of people and places are correctly spelled, and that the information included makes sense. Sentences must be checked for construction, punctuation, and spelling.

5. (a) *w* is silent; (b) silent *e*; long vowels; (d) writes, wrote, writing; (e) nothing; *y* is changed to *i*; said

## EXTRA HELP

1. Find in the list and write
  - all the words that have *ou*. Box *ou* in each word. (house, about)
  - the two words that end with *er*. Underline *er*. (Easter, teacher)
  - the words that end in *e* that is not sounded. (picture, write, house, wrote)
  - the words that begin with capital letters. (Christmas, Easter)
2.
  - Which two words are forms of the word *say*? (says, said)
  - Which two words are other forms of *write*? (wrote, writing)
  - Which word is used in telling the time? (o'clock)
  - Which two words have *ch* spelling the sound /k/? (Christmas, school)
  - Which words have more than one syllable? (picture, Christmas, Easter, about, teacher, o'clock, writing, apartment)
3. Answer with a word or two from the list.
  - What is red and white with a maple leaf in the middle? (our flag)
  - In what building do you study spelling? (house, school, apartment)
  - Who teaches spelling? (the teacher)
  - What often hangs on a wall? (a picture)
4. Some Riddles
  - Take two letters away from me and I am where the sun rises. (Easter-east)

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- Take my first two letters away and a key will fit me. (o'clock-lock)
- Put *light* in front of me and I show sailors that danger is near. (house-lighthouse)
- Take *ab* away from me and you might as well have had three strikes! (about-out)
- Take away my first and my last letter and all you have left is *rot*. (wrote-rot)

### FOR GOOD SPELLERS

1. • Write *basket* and what you are supposed to find in a basket at Easter. (eggs)  
• Write *presents*. Now read these two sentences: The teacher *presents* the prizes. I got three *presents* for my birthday. Find words that you could use instead of *presents* in these two sentences. (gives, hands out; gifts; accept any reasonable answer)
2. • Make as many words as you can by using only the letters of *picture*. Try for eight or ten. (pure, cure, pie, tie, tip, rip, pit, pet, put, rut, tire, ripe, true, Eric, erupt, etc.; expect no more than eight or ten)  
• What is the flag of the United States called? What is the flag of Great Britain, or the United Kingdom, called? (the Stars and Stripes, or Old Glory; the Union Jack)
3. • What is the name of our country? What is the name of the town or city you live in or the one closest to where you live?  
• Tell two ways in which you could make a picture of your house to put in a scrapbook. (photograph or snapshot, drawing, painting)
4. • List all the places that people call home — for example, apartment, tepee. (wigwam, igloo, house, tent, mobile home, suite, hut, cave, cabin, motel, flat, etc.)  
• What can baskets be made of? (straw, paper, cardboard, canvas, cloth, wool, etc.)
5. Look around your room or through your books. Find a picture you like. Write a few sentences to describe it and tell why you like it.

## UNIT 15

### SUGGESTIONS FOR TEACHERS

The words in this unit have been chosen to illustrate the *ee* sound. Do not draw attention to the fact that *need*, *deer*, *feet*, and *week* all have homonyms in which the *ee* sound is spelled *ea*, but be prepared to concede this point to observant pupils. Point out the fact that in English *q* is always followed by *u*; also point out the consonant partners *th* in *teeth* and *sh* in *sheep*, and the blend of *g* and *r* in *green*. Have pupils pronounce the words carefully, with particular attention to the final consonant sound in *feed* and *feet*. Coloured chalk on the chalkboard might emphasize these points.

If possible have this lesson coincide with a parallel lesson in the reading program. Whenever possible, relate what is taught in reading and spelling.

Use the "Extra Help" exercises as a basis for re-teaching. The other pupils may be assigned "For Good Spellers", or other related work. Dictate a final test of all the words in the unit to all pupils, and record pupils' scores to determine which words will require re-teaching in succeeding units.

*Most commonly misspelled word appearing for the first time: week.*

### ANSWERS TO EXERCISES

1. (a) feet, keep, queen, sleep; (b) *qu*; (c) *u*; (d) quite
2. (a) sheep, deer; (b) green, sleep, sheep; (c) keep, sleep, sheep, deep; (d) green
3. (a) feet, foot; (b) teeth, tooth, (c) week; (d) sheep; (e) deer
4. queen, need, deer, green; week, keep, sleep; feed, feet, teeth, deep
5. deer, queens, feet, teeth; singular and plural forms are the same.

**EXTRA HELP**

1. Write the words in the list that have these pairs of letters: *qu, gr, sh, th*. Underline the pairs. (queen, green, sheep, teeth)
2. Find and write the words that
  - begin with the consonants *f, n*. (feed, feet, need)
  - end with *r, p, k*. (deer, keep, sleep, sheep, deep, week)
3. Write words from the list that make you think of: days, dentist, shoes, a crown, wool. (week, teeth, feet, queen, sheep)
4. • Write four words in the list that rhyme with each other. (keep, sleep, sheep, deep)
  - Find and write two more pairs of rhyming words. (queen-green, feed-need)
5. What Am I?
  - I live in a palace and wear a crown. (queen)
  - I am the colour you see in grass and leaves in the summertime. (green)
  - People have two of me, but horses have four. (feet)
  - I begin on Sunday and end in seven days. (week)
  - You have me, but hens don't. (teeth)

**FOR GOOD SPELLERS**

1. • A bee is an insect that can sting. Write *bee*. Name three other insects that sting people. (wasp, hornet, mosquito, black fly, sand fly, etc.)
  - What is the home of bees called? What do they make there? (hive, honey)
2. • Write *asleep*. What is a word that means the same as *asleep*? What word means the opposite? (sleeping, awake)
3. • Human beings have two feet. What other creatures have two feet? (birds, apes, etc.) What creatures have six feet? (insects) What creatures have no feet or legs? (fish, snakes, clams, etc.)
  - The plural (more than one) forms of *sheep* and *deer* are the same as the singular (one) forms. What other word or words do you know whose singular and plural forms are the same? (moose, fish — also sometimes fishes, etc.)

- What are the plural forms of *mouse*, *house*, *woman*, *child*? (mice, houses, women, children)
- 4. • *King* is the title of a man; *queen* is the title of a woman. What are the women's titles to match: *husband*, *duke*, *prince*, *gentleman*? (wife, duchess, princess, lady)
- What are the men's titles to match: *niece*, *daughter*, *aunt*, *grandmother*? (nephew, son, uncle, grandfather)
- 5. • A week is a measurement of time. What other measurements of time are there? (second, minute, hour, day, month, year, century)
- What is the meat of the sheep called? the meat of the cow? the meat of the pig? (mutton; beef; pork, bacon, ham)

## UNIT 16

### SUGGESTIONS FOR TEACHERS

Since safety rules are part of the safety program in every school and classroom, the theme of this unit will be familiar to pupils. Discuss with them the safety rules that they should observe. As pupils use the words of the list during the discussion, write them on the chalkboard. By questioning, elicit any of the spelling words that are not mentioned.

The words in the unit are grouped around a topic rather than around a phonic principle. Before assigning the exercises, however, you may want to lead the pupils to discover certain similarities and distinguishing characteristics among the words: the silent *gh* in *light* and *right* (which rhyme), the silent *e* in *bike*, the double *s* in *across*, the small word *ever* in *never*, the *st* consonant blend in *stop*, the single *l* and small word *ways* in *always*, and the *ou* vowel combination in

## 78 UNIT 16

*your*. Be sure that pupils pronounce clearly the final *t* in *left*. Draw attention to *to* in *together* and underline the syllable *geth*; common errors are to use *a* for *e* and to transpose *t* and *h*.

Develop the principle that when a one-syllable word ends with a consonant preceded by a single vowel, the final consonant is doubled when *ing* is added. Good spellers can generalize further — the final consonant is doubled when any ending that begins with a vowel is added to the base. Examples: *run, running, runner; stop, stopping, stopped*.

*Most commonly misspelled words repeated: your; appearing for the first time: across, always, never, right, together.*

### ANSWERS TO EXERCISES

4. (a) stop, stops, stopping, stopped; double the *p*; (a) hop, hops, hopped, hopping; (c) sit, sitting; double the last letter; (d) swim, run, rub, stop; swimming, running, rubbing, stopping
5. Drop the final *e* before adding *ing*; (c) hiding, caring, using, closing

### EXTRA HELP

1.
  - Find and write the words in the list that have: *ss, ay, be, ft, gh, er*. (across, always, behind, left, light, right, never, together)
  - Write *come*. Draw a line through *e* and add *ing*. Write a sentence asking when a friend is coming to visit you.
  - Write *stop*. Add *s* to *stop*. Make up a sentence that tells what a car does when the driver sees a red light.
2. Which words mean the opposite of: *go, going, wrong, never, in front of, apart?* (stop, coming, right, always, behind, together)
3. Adding and Subtracting  
Write the questions and the answers.
  - before – fore + hind = (behind)
  - already – ready + ways = (always)

- you + r = (your)
  - come - e + ing = (coming)
4. • Three words in the list have a short *o* sound. Write the words and mark the letter that spells the short *o* sound in each. (stop, always, across)
    - Four words have a long *i* sound. Write the words and mark the long *i*. (bike, light, behind, right)
    - Write *never*, and mark the letter that spells the sound of short *e*. (*never*)
  5. Answer each of these questions with a word from the list.
    - What has two wheels and a brake? (bike)
    - What turns from green to orange to red? (traffic or stop light)
    - Which foot do you put forward first when walking? (left or right)
    - Which hand do you use to write with? (right or left)
    - Which hand do you use to signal a left turn? (left)
    - On which side of the road should a bike be ridden? (right)
    - On which side of the road should you walk? (left — facing oncoming traffic)

## FOR GOOD SPELLERS

1. • The five senses are: seeing, hearing, touching, tasting, smelling. Which parts of the body are used for each? (eyes; ears; fingers, hands, skin, lips, etc.; mouth, tongue, taste buds; nose)
  - Why do you suppose our number system is based on the number ten? (We have ten fingers and ten toes, easily used for counting.)
2. • Make up two safety rules for each of these: Safety in the Home, Safety in the Water, Safety at School. Remember that rules should be short and to the point.
  - Make a safety poster for one of these rules.
3. • In addition to its other meanings, the word *left* is a form of the “doing” word *leave*. Make up a sentence that shows this meaning of the word *left*.
  - Read this sentence: *We shall try to right the wrong that was done to you.* Explain what *right* means in the sentence.

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4. List the names of all parts of a bicycle that you know. (wheels, handlebars, spokes, crossbar, brake, etc.)
5. Make short rhymes by completing these:
  - Always when you work or play,  
\_\_\_\_\_
  - Be careful when your bike you ride,  
\_\_\_\_\_
  - Never against the red light go,  
\_\_\_\_\_

## UNIT 17

### SUGGESTIONS FOR TEACHERS

The words in this unit are arranged in three columns to allow for the variations in the sound of *oo*. Have pupils read and pronounce correctly the words in each column, and draw attention to the differences in the *oo* sound. Also draw attention to the meaning and use of *too*, the *sch* in *school*, and the *fl* blend in *floor*. Have pupils write *zoo*, noting carefully the formation of *z*, an infrequently used letter. Use the chalkboard for practice.

The exercises provide teaching material. It may be necessary for you to work through them orally with some of your pupils before assigning them. Nor is it intended that all the exercises be done at one sitting. Careful correction of errors is important.

Dictate the words in sentences in the order in which they appear in the unit word list. For the test at the end of the unit, to be done by all pupils, dictate the words in a different order.

*Most commonly misspelled words repeated:* school, soon, too.

**ANSWERS TO EXERCISES**

1. (a) three; (b) Row 1, too; (c) soon; (d) Row 2, cook
2. (b) door, room; (c) floor, roof
3. (a) cookbook; (b) look, took, hook
4. Accept reasonable sentences. Insist on complete sentences with a capital letter at the beginning and the appropriate punctuation at the end. Correct spelling, but re-teach only words from the list that have been misspelled.
5. (a) after *grandfather*, after *me*, or as the last word in the sentence;  
(b) the first three letters are alike and both are four-letter words;  
the final consonants and the sound of *oo* are different
6. (a) floor; (b) woods; (c) food; (d) door; (e) poor

**EXTRA HELP**

1. Find in the list and write
  - two words of three letters each. (too, zoo)
  - two words of five letters each. (shoot, woods, floor)
  - one word of six letters. (school)
  - all the words that have four letters each. (food, poor, soon, cook, foot, wool, door)
2. Use a word from the list in your answer to each of these questions.
  - Where might you give food to wild animals? (zoo, woods)
  - Where else might you see wild animals? (zoo, woods)
  - In what building are you now? (school)
  - When will you be finished with this spelling exercise? (soon)
3. Using a word from the list, in a sentence tell
  - what part of the room you walk on. (floor)
  - what you could use to knit a sweater. (wool)
  - what you use to kick with. (foot)
  - what you eat. (food)
4. Playing with Words
  - Take one letter out of *spoon* and you have a word in the list. (soon)

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- Change the first letter of *door* and you have another word in the list. Notice the change in the sound of *oo* in the word you have made. (poor)
  - Write *too*. Add a letter to it and you will have a word from the list that rhymes with another word in the list. Notice the change in the sound of *oo*. (took-cook)
5. Which word ... ?
- begins with the last letter of the alphabet (zoo)
  - begins with the third letter of the alphabet (cook)
  - begins with three consonants (school)
  - is a plural (woods)

### FOR GOOD SPELLERS

- Write *wool*. Name three things that might be made of wool.
  - Use a dictionary to find the spelling of a word that means *made of wool*. (Clue: Look for *wool* first.) There are two correct spellings of this word. Write them both. (woollen, woolen)
- Write *shoot*. What things were used for shooting before guns were invented? (bow and arrows, slingshot)
  - *I shoot with my bow and arrows every day*. If you change *every day* to *yesterday* what word must you write instead of *shoot*? (shot)
  - Add *s* and then *ing* to *shoot*. Use one of these forms of the word in a sentence to show that you know what it means. (shoots, shooting)
- List three or four animals you might see in a zoo but not in a woods near your place. (lion, tiger, elephant, giraffe, etc.)
  - List three or four animals you might see near where you live. (any domestic animal, rabbit, mouse, birds, etc.)
  - Name three or four animals you have seen only in pictures.
- Add one or more consonants to the word *too* to make words meaning
    - something you work with. (tool, or other reasonable answer)
    - the sound of a whistle or horn. (toot, hoot)
    - something you chew with. (tooth)
    - received or accepted. (took)

5. • Make a list of three or four vegetables that can be eaten without cooking. (radishes, tomatoes, lettuce, cabbage, green peas, red and green pepper, etc.)
  - Make a list of three or four vegetables that are usually cooked before being eaten. (potatoes, turnips, beets, dried beans or peas, corn, etc.)
6. Make a list of words that can be used instead of *cooking*, for example, *frying*. (stewing, boiling, simmering, poaching, broiling, grilling, etc.)

## UNIT 18 (Review)

### SUGGESTIONS FOR TEACHERS

Your approach to the teaching of the words in this unit will depend on your class. You may know which words have caused difficulty, and may therefore proceed to teach them without pre-testing. On the other hand, you may wish to dictate all the words in the unit at the beginning of the review period, and so eliminate those words that all your pupils can spell correctly. A pre-test (see below) will also sort out those pupils who can spell all the words correctly and who should therefore be excused from further study of the unit except for the final test.

The words that your students need to study will determine your grouping of the words for re-teaching. However, the following suggestions may be useful:

- words containing double vowels—*teeth, floor, too, week, queen*
- words containing double consonants—*across, tomorrow, pull*
- words with silent *gh*—*light, right*
- words with a silent *w*—*wrote, write*
- words containing smaller words—*o'clock, always, across, behind, learn, tomorrow, your, never*

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words ending in silent *e* — *picture, wrote, write*

Pupils may suggest other groupings.

Encourage children to look closely at words. They should ask themselves the following questions: What is the correct pronunciation of the word? Is the word spelled as it is sounded? What parts, if any, are not spelled as they are pronounced?

Continue to dictate the words to a diminishing number of pupils. Use the "Extra Help" exercises, and add to them for pupils who continue to have difficulty. Let pupils practise spelling, do the exercises, and take the dictation on the chalkboard so that you can detect and correct errors as they are being made. The material in "For Good Spellers" should be assigned only to those students who excel on the pre-test and who can handle the basic exercises without difficulty. In the final dictation of the words to all of your pupils, you may want to vary the sentences and the order of the words from the pre-test.

*Most commonly misspelled words repeated:* across, always, asked, buy, never, o'clock, right, said, says, tomorrow, too, weather, week, write, wrote, your.

### PRE-TEST

1. Turn off the *light*.
2. It is *always* dark in here.
3. Who *wrote* the letter?
4. I will *write* the answer.
5. Open *your* book.
6. Brush your *teeth* regularly.
7. I like to watch television *too*.
8. Everyone can *learn* to spell.
9. Who *says* so?
10. The *queen* lives in a castle.
11. Who *asked* the question?
12. The boy threw the paper *across* the room.
13. *Tomorrow* we will all be on time.
14. Did you *buy* a new notebook today?
15. I've *never* found that pencil.

16. The pencil fell on the *floor*.
17. We hung a *beautiful* mirror on the wall.
18. Has the *weather* turned warm?
19. It is now (ten) *o'clock*.
20. Raise your *right* hand, please.
21. There are seven days in a *week*.
22. The girl *said* she was coming to the party.
23. Don't *pull* that rope!
24. Who is sitting *behind* you?
25. Have you had your *picture* taken?

## ANSWERS TO EXERCISES

1. behind, always, teeth, floor, learn
2. (You could supplement this exercise by asking that pupils write the words in alphabetical order.) a-k: across, always, asked, beautiful, behind, buy, floor; l-z: learn, light, never, o'clock, picture, pull, queen, right, said, says, teeth, tomorrow, too, weather, week, write, wrote, your
3. (a) teeth, week, queen, floor, too; (b) wrote, write; (c) queen; (d) o'clock
4. (a) right, write; (b) Accept sentences that show understanding of the difference between *write* and *right*.
5. Accept reasonable endings. (a) picture; (b) o'clock; (c) queen; (d) teeth; (e) on the floor
6. (a) tomorrow; (b) always; (c) pull; (d) buy; (e) they are opposites; (f) high, but accept other words, e.g., sigh, fight

## Extra Help

1. (b) light, right; (c) your
2. (a) your teeth, your picture, your queen, your light; (b) asked, always, across; (c) behind, buy, beautiful
3. asks, asked, asking; learns, learned, learning
4. (a) right; (b) pull; (c) floor; (d) week; (e) too; (f) never
5. (a) wrote, write; (b) vowels: teeth, floor, too, week, queen; consonants: across, tomorrow, pull
6. (a) saying; (b) pulling; (c) said

**For Good Spellers**

1. (a) lovely, pretty, good-looking, handsome, etc.; (b) handful, spoonful, mouthful, fistful, shameful, bashful, etc. — clue: look up *-ful*, the suffix, in a dictionary; (c) accept pupils' opinions
2. (a) fight, bright, sight, high, sigh, etc. If a pupil suggests *height*, discuss the presence of *e* before *ight*. (b) correct; just, fair, or equitable; the opposite of left; (c) illumination; the opposite of dark; as a verb, e.g., to light a candle; opposite of heavy. There are other meanings the children are not likely to know.
3. week-weak, too-two-to, wrote-rote, buy-by. Help pupils hear the difference between *weather* and *whether* if someone offers *whether* as a homonym; *wh* is pronounced /hw/.
4. (a) 12:15, twelve fifteen, a quarter past twelve, fifteen minutes after twelve, etc.; (b) Have pupils use a dictionary to extend the list: wring, wrong, wrinkle, wrought, wrist, wrestle, etc.; (c) You teach, You answered, You sold, You listened (heard).
5. (b) Accept any square in which the words make sense when read across and down as in the example. A real challenge is to produce a palindrome square, or one in which the words make sense in whichever direction they are read.

**UNIT 19****SUGGESTIONS FOR TEACHERS**

In this unit three basic ideas are developed in addition to the teaching of the words in the list: (1) Many singular words are made plural by adding *s*. (2) Some singular words that already end in *s* or *sh*, or the *s* or *sh* sound, are made plural by adding *es*. (3) A few words are irregular in the plural form.

One by one write the words of the list on the chalkboard. The silent *u* in *guess* should be stressed as pupils note that this word begins with a hard *g* followed by a silent *u*. What purpose does the *u* serve? To keep *g* hard. The silent *u* should not suggest *q*, for *qu* produces a sound quite different from the hard *g* in *guess*. *Child* and *chair* both begin with the consonant partners *ch*. Have pupils notice that *church* begins and ends with *ch* (refer to words studied in Unit 3 for the *ch* combination). Draw attention to the *ur* in *church*; compare with *fur*. Some children may be able to supply other words that have this spelling for the sound usually spelled *er*. The silent *i* in *friend* and the *s* sound of *c* in *pencil* should also be noted. Have pupils recall the "rule" regarding hard and soft *c*. You may have to teach the formation of cursive *x*, as in *box*, drawing attention to its two parts, and particularly to the point at which the cross-stroke intersects the curved segment of the letter.

Use rulers, dishes (or pictures of dishes) and stick men drawn on the chalkboard, to illustrate the three ways of forming plurals. Have pupils phrase simple sentences using *ruler* and *rulers*, *dish* and *dishes*, *man* and *men*. Introduce the word *plural* as meaning more than one. Write the word *plural* on the chalkboard. The word *singular* is not used in the text and it may be omitted entirely.

The exercises should be part of the teaching of the words. Be sure that directions are thoroughly understood before pupils are asked to write answers.

In testing and re-teaching, dictate the words in sentences but require pupils to write only the words from the list. Base your re-teaching techniques on the type of error made by your pupils. For example, if *friend* was misspelled, stress again the silent *i* and the two consonants at the end of the word.

*Most commonly misspelled words appearing for the first time:*  
friend, guess, uncle.

## ANSWERS TO EXERCISES

1. (a) /z/; *s*; (b) chairs, games, pencils; (c) desks, friends, papers, uncles

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2. Make sure pupils can hear the plural ending as a distinct syllable:  
*es*.
3. Accept reasonable answers; check spelling.
4. (a) silent *u*, *s*; (b) *i*; (c) *e*; gives the middle vowel a long sound
5. (a) /k/, /s/; (b) class, uncle; (c) child, chair, church; ending *ren* instead of *s* or *es* (For teachers only: actually *children* is a double plural; both *r* and *en* were once used to form plurals; *en* has survived in a few words such as *oxen*, *brethren*.)
6. (a) class, guess; (b) wish; dish, fish, etc.; (c) game, guess

### EXTRA HELP

1. From the word list write the word that
  - means children in a room at school. (class)
  - means something you play. (game)
  - names something used for writing. (pencil or paper)
  - is the name of something that you sit at to write. (desk)
  - is the name of something you might keep your crayons in. (box)
2. Which word in the list ... ?
  - has the small word *air* in it (chair)
  - has silent *i* plus *e* spelling the sound of short *e* (friend)
  - has a single letter at the end spelling the sounds /ks/ (box)
  - begins with a vowel (uncle)
3. Write the words that
  - begin with *ch*, *cl*, *fr*. (child, chair, church, class, friend)
  - end with two consonants. (child, class, guess, desk, friend, wish, church)
  - have two syllables. (paper, pencil, uncle)
  - rhyme with *name* and *wild*. (game, child)
4. Making Words
  - Write *game*. Make words by changing *g* to *fl*, *n*, *l*. Write a jingle using *game* with one of these words, like this: Hockey is the name of the game.
  - *b* + *ox* = *box*. Make a word by adding *f* to *ox*. Make up a jingle about *fox* and *box*.
  - *guess* - *s* + *t* = *guest*. Ask a question using *guess* and *guest*.

5. • Use *paper* and *pencil* in a sentence about writing.
- Use *chair* and *desk* together in a sentence.
- Use *guess* or a form of *guess* and *child* or *children* together in a sentence.
- Use *friend* and *church* together in a sentence about what you do or don't do on Sunday.

## FOR GOOD SPELLERS

1. • Write *seat*, and the names of three things that can be used as seats. (bench, stool, chesterfield, sofa, chair, etc.)
- Write *horse*. Tell of several ways in which horses have been useful to people. (This lends itself to discussion as well as writing: to carry people and goods, to pull heavy loads, for hunting, for rounding up cattle, in circuses, in rodeos for entertainment, for racing, for riding for fun, etc.)
2. • What are five things you see in your classroom? Now write the plural forms of the words.
- Most words make their plurals by adding *s* or *es*, but some words make their plurals in other ways. Write plurals of: *goose*, *louse*, *man*, *ox*, *deer*. (geese, lice, men, oxen, deer)
- Of what words are these the plural forms?  
brethren, cisterns, potatoes (brother, cistern, potato)
- The words *kine* and *swine* are old plural forms. Use a dictionary to find the singular forms of these words. (cow; sow. *Swine* is still in current use as a singular and a plural for animals of the hog family, and as an adjective as in *swine flu*.)
3. • Find and write at least two words in which *ie* spells the sound of long *e*. Check the spelling of these words in a dictionary. (siege, wieners, niece, wield, yield, shield, field, etc.)
- Make a compound word by adding another word to *chair*. (chairperson, chairwoman, chairman, armchair)
4. • Your uncle is a male relative. Name some other male relatives. (father, grandfather, brother, son, nephew, brother-in-law, etc.; cousin may be male or female)
- A desk is a piece of furniture on which you write or study or do other kinds of work that requires reading or writing. Name two

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or more other pieces of furniture that, like a desk, are used for working. (table, counter, bench—as in work bench; don't expect *lectern*, although some knowledgeable child may produce it)

### 5. A Guessing Game

- I make marks on paper by turning a little ball at one end of me. (ball-point pen)
- Cinderella's fairy godmother let her have one of me. (a wish—or even a glass slipper, or a golden coach—or a prince)

## UNIT 20

### SUGGESTIONS FOR TEACHERS

This unit may be taught in conjunction with work on syllabication in the reading program.

As a preparation for the unit, teach or review these generalizations about syllabication: (1) When a word is divided into syllables it is usually divided into its main parts. [You will remember the exception of some compound words, in which the main parts may be larger than syllables. Do not mention this exception at this time, or use examples illustrating it.] (2) Each syllable has one vowel sound. [Do not point out exceptions like *little*, where no vowel sound is actually heard in the second syllable.] (3) Division into syllables of words with twin consonants that are preceded and followed by vowels is usually between the twin consonants.

To introduce the words of the unit, say the word *kitten* to the pupils. "How many vowel sounds do you hear?" Write the word on the chalkboard. If pupils have already had experience in syllabication they should tell you that the division comes between the two *t*'s. If not, help them to discover this. Follow the same procedure with the

rest of the list. Since *different* has three syllables, you will have to help children find the division points: *dif/fer/ent*. You may wish to show pupils how *getting* is formed from *get*; refer to Unit 13 for verb forms.

After dictating the spelling words in sentences, use the "Extra Help" material to re-teach only the words that were misspelled in the dictation. During the re-teaching, remind pupils to use the study steps in learning the words. You may have to dictate and re-teach two or three times before you are satisfied with the grasp your pupils have of these words.

*Most commonly misspelled words repeated:* cannot, getting, little, summer; *appearing for the first time:* different, letter.

## ANSWERS TO EXERCISES

1. (a) kitten, little, letter, getting, better; (c) cannot, dinner
2. (a) dif/ferent, pup/pies; (b) can/not, din/ner
3. (a) two syllables; two sounds, although the second is barely stressed; (b) three vowel sounds and three syllables
4. (a) can not; two syllables; can/not; (b) *y* changed to *i* before *es* was added; *ie*; (c) get, get/ting
5. sorry, different, cannot, little, summer, better
6. (a) dinner; (b) letter; (c) letter-better
7. kitten, better, different

## EXTRA HELP

1. • Find and write the word that has each of these small words: *bet*, *sum*, *let*, *get*, *ten*. (better, summer, letter, getting, kitten)  
• Find and write the words in which *r* is used together with a vowel. Look back to Unit 10 to help you remember. Underline the *r* and the vowel that comes before it. (letter, summer, different, dinner, better, sorry)
2. • What is the warmest time of the year? (summer)  
• What is a baby cat called? (kitten)

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3.
  - Write *dinner* after the number of each thing that you might eat for dinner: (1) meat, (2) bread, (3) porridge, (4) salad. (Accept pupils' opinions.)
  - Write *kitten* after the number of every word that could tell about a kitten: (1) fluffy, (2) tiny, (3) white, (4) green, (5) black.
  - Write *little* after the number of any word that it might tell about: (1) summer, (2) sorry, (3) kitten, (4) puppy, (5) house.
4. Answer with a word from the list.
  - Are mathematics and spelling the same or different? (different)
  - Are you glad or sorry when an animal is hurt? (sorry)
  - What might you write to a friend who is sick? (letter)
5. Fun with Words
  - Add the first three letters of *kitchen* to the number ten to get a word in the list. (kitten)
  - Add the first three letters of *lettuce* and the last three letters of *butter* to get another word in the list. (letter)
  - Add the first three letters of *litter* and the last three letters of *battle* to make a word meaning *small*. (little)

## FOR GOOD SPELLERS

1.
  - A baby cat is a *kitten*. What is a baby lion? a baby dog? a baby horse? (cub, pup or puppy, colt or foal)
  - Write *cotton*, and name two other kinds of cloth. (wool, linen, rayon, nylon, polyester, etc.)
  - What is cotton cloth made from? (the fluff on the seeds of the cotton plant, or cotton)
  - From what are these kinds of cloth made: linen, silk, wool, nylon? (flax; the silk worm; the wool or hair or fur of the sheep, goat, or camel, etc.; chemicals)
2.
  - Make as many four-letter words as you can from the letters of the word *different*. (deer, rent, reed, fret, dent, fire, reef, tend, feet, tire, ride, etc.)
  - Print the word *summer* down the side of your page. After each letter write or print a word beginning with that letter that tells something about summer. (sunny, simple, silly, sensational,

superior; usual, unusual, useful, unhappy, etc.; miserable, merry, muggy, marvellous, etc.; endless, easy-going, early, expensive, etc.; restful, regular, rainy, rotten, rosy, etc.)

3. • How would you begin a letter to a friend? How would you end the letter? (Dear . . . ; Yours sincerely, Your friend, Love, etc.)
  - How much postage would you need for a letter going to another part of Canada?
  - In what would you put the letter in order to mail it? (envelope, mail box, post office)
4. Using words that are not in the list, write two words that have
  - *ff*. (off, puff, stiff, fluffy, etc.)
  - *ll*. (ball, pill, holly, etc.)

## UNIT 21

### SUGGESTIONS FOR TEACHERS

In most classes this unit will be studied during the winter and little introduction or motivation will be needed. An oral discussion about winter in Canada and about the pictures should be conducted.

Discuss the words in the list: *skate* has a long vowel with a silent *e* at the end; *fight* uses the same *ight* combination as *light* and *night*; *along*, *February*, and *coming* have more than one syllable. Pupils should recognize that the common words *try*, *come*, and *goes* are in the present tense; the first two are base words. Elicit *go* from *goes*, and the *ing* form of all three verbs. Whether you introduce the present tense of *fell* and *won* will depend on the maturity of your pupils. For most pupils it is not advisable to introduce *one* as the homonym of *won*, although good spellers should recognize and make use of it.

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In re-teaching, use a phonics approach if you have stressed the meanings of the words in the initial presentation, and vice versa. The *ng* combination in *along* may prove difficult; give examples of other words with these letters: *sing*, *thing*, etc. As always, base your re-teaching on errors actually made by your pupils, and re-teach the principles involved in the words that were misspelled. *February* is a particularly difficult word; make sure that pupils pronounce all syllables, and have them use the word by dating all February papers.

*Most commonly misspelled words repeated:* come, goes; *appearing for the first time:* along, February.

### ANSWERS TO EXERCISES

1. (a) *igh, y*; (b) *y*; cry, fly, sty, dry, etc.; (c) drop the *e*; skating, coming
2. (a) go, *es*; (b) going; two vowels; two syllables; going; (c) along, coming; *a, o, o, i*
3. (a) four syllables; four vowel sounds; (b) fell; (c) won; (d) sled, fight, skate, try, come, goes, fell, won
- 4, 5. Accept reasonable answers that use words from the list.

### EXTRA HELP

1. • Write *long*. Now write *a* in front of *long*. Make up a sentence using *along* and *come*.  
• Write *try*. Add *ing* to *try*. Box the letters that are the same in *along* and *trying*. (*ng*)
2. Find and write the word that has
  - a long *a* and a silent *e*. (skate)
  - a two-letter base word. (goes)
  - six letters and two syllables. (coming)
  - silent *gh*. (fight)
  - *d* at the end. (sled)
3. Find and write the word that means
  - something to do on ice. (skate)
  - got the highest score. (won)
  - opposite of *comes*. (goes)

4. Arrange all the one-syllable words in alphabetical order. Print these words on the steps of a ladder, with *come* on the bottom step. Which word will be on the top step of the ladder? (come, fill, fight, goes, skate, sled, try, won; won)

come

5. Write
- the words that rhyme with *fry* and *tell*. (try, fell)
  - a question using the word *fight*.
6. Mathematics with Words
- going - ing + es = (goes)
  - come - e + ing = (coming)
  - tried - ied + y = (try)
  - skating - ing + e = (skate)

## FOR GOOD SPELLERS

- Write each of these words and beside it write its past form: *slide*, *come*, *try*, *skate*, *ride*, *fight*. (slid, came, tried, skated, rode, fought)
- Write *sleigh*. Using part of *sleigh*, make a word that means
  - to find how heavy something is. (weigh)
  - the number after seven. (eight)
  - a train that does not carry passengers. (freight)
  - the sound a horse makes. (neigh)
- Name two winter sports and list the equipment needed to play them.
- Write a two-syllable word that begins with *won*. (wonder)
  - Make a word from *try* by adding *al*. What happens to *y*? (trial)
  - Write two or three words, not in the list, that use *o* to spell the sound of short *u*. (love, glove, mother, brother, cover, etc.)
- Write a question using a word that means the same or almost the same as *fight*. (quarrel, battle, struggle)
  - Answer the question, telling who won the fight.

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6. Write the word that

- sounds the same as *won*. (one)
- names the month that has the shortest day of the year. (December)
- names the season between summer and winter. (fall, autumn)

## UNIT 22

### SUGGESTIONS FOR TEACHERS

Combine this spelling unit with health lessons. A brief discussion of health rules should produce several of the words in the list, and these may be written on the chalkboard as pupils mention them. Add to the list until all the spelling words appear on the chalkboard.

Ask pupils to find and name a word that means the same as *sleep* (*rest*); the opposite of *late* (*early*); what we breathe (*air*); where children should play (*outside*); a great amount of (*lots*), etc. As answers are given draw attention to memorable parts of the words, i.e., anything you think will help pupils remember the order of the letters, or the relationship of the letters to the sounds—for example, *st* at the end of *rest*; the peculiarities of *enough* (short *u* followed by *gh* spelling the sound of *f*); the consonant pair *sh* in *should* and *wash*. Note that three different sounds are spelled by *ou* in this unit.

Good spellers may have attention drawn to the effect that *w* often has on the following *a*: *water*, *waffle*, *wash*, *wander*, *swamp*; but *wax*, *wagon*, *wave*, *waggle*, *waste*, etc.

After dictating the words, assign all or parts of the work "For Good Spellers" to the pupils who made no errors. Vary the approach you use in re-teaching words that have been misspelled. Any game or device that focuses attention on a word is good for your purposes.

Some children benefit, for example, from writing difficult words in large letters on the chalkboard or with felt pen on large sheets of newspaper, tracing the letters with finger or pen as they repeat the words and the letters of the words. Coloured chalks, crayons, and inks are useful for underlining, boxing, circling, or writing sections of words that have proved troublesome. Make as much use as your pupils require of the "Extra Help" materials.

You may wish to use health rules in a final dictation to all pupils. In marking the spelling, note, for your own guidance, words that are still being misspelled and make an opportunity to re-teach them, not necessarily in a formal spelling period.

Be sure that pupils are maintaining their personal spelling lists.

*Most commonly misspelled words repeated:* early, outside; *appearing for the first time:* enough, lots.

## ANSWERS TO EXERCISES

1. (a) *gh*; (b) enough, should, outside; (c) *oo* as in food, a modified long *u* sound; (d) *l*
2. (b) drinks, drinking; (c) washes, washed, washing, rests, rested, resting; add *e* before the *s*; two syllables
3. should: 1, 3, 4 (optional), 5; should not: 2
4. (b) dots, pots; (c) dead, head; (d) best, nest, test, west; (e) rink, sink, think
5. (a) hair; (b) chair; (c) pair; (d) stairs
6. (a) out side; (b) outer, without, outline, trout, etc. Check with a dictionary or, better, have pupils check. (c) window, grow, show; long *o*

## EXTRA HELP

1. • Find and write the words that have these letters together: *br*, *ld*, *fr*, *st*, *ts*, *ly*. (bread, should, fruit, rest, lots, outside, early)  
• Which words have the long vowel sounds of *a* and *o*? (air, window, grow, show)

## 98 UNIT 22

- Which word ends in silent *e*? What does the silent *e* do to the *i* in this word? (outside; makes the *i* sound long)
2. Which words ... ?
    - use *gh* to spell the sound /f/ (enough)
    - rhyme with *suit* (fruit)
    - have three consonants and only one vowel each? (rest, lots, wash, grow, show)
  3. • In which words of the list do you see these small words: *read*, *wind*, *ink*, *side*? (bread, window, drink, outside)
    - Which word in the list rhymes with *could*? (should)
    - Make words by adding the following to the word *wash*: *er*, *room*, *able*, *cloth*. (washer, washroom, washable, washcloth)
  4. • Write *earn*, *learn*, *early*. Underline the part that sounds the same in all three words. (ear)
    - Write *air*, *fair*, *hair*. Underline the part that has the same sound in all three words. (air)
    - Write *grow* and *show*. Draw a box around the part that is the same in each word. (ow)
  5. What Am I?

The answers are all words in the list.

    - I am the opposite of inside. (outside)
    - You use me to make a sandwich. (bread)
    - I am all around you. You breathe me. (air)
    - You look through me and open and close me. (window)

## FOR GOOD SPELLERS

1. Write
  - *grow*. Now write the past form of *grow*. Use the two words in sentences. (grew)
  - one other word that forms its past form in the same way as *grow*. (blow, know)
2. Write
  - *sleep*. What are two meanings for *sleeper*? (a person who sleeps, a berth for sleeping in a train, a suit in which a baby sleeps)
  - at least two other words that end in *ee*p. (creep, weep, peep, etc.)

- two words that rhyme with *sleep* but end in *eap*. (leap, reap, heap, etc.)
3. What is a word, not in the list, that
    - has *gh* spelling the sound of *f*? (cough, rough, etc.)
    - has *ea* spelling the sound of short *e*? (dead, spread, etc.)
  4. What do you call
    - a place where clothes are washed? (laundry, laundromat)
    - a place where cars are washed? (car-wash, garage)
    - the place where you wash yourself? (washroom, lavatory, bathroom, or other reasonable answers)
  5. Write the names of
    - two things that are good for children to drink. (water, milk, lemonade, etc.)
    - two things used in making bread. (flour, yeast, eggs, etc.)
    - three things you can see through the window of your classroom.
    - three fruits that are not grown in Canada. (pineapples, bananas, etc.)
  6. Use each letter of your name to begin a sentence about good health, like this:  
 Join a Milk-Drinkers' Club.  
 Oranges are good for our health.  
 Hearty breakfasts start days right.  
 Never eat without first washing your hands.

## FOR TEACHERS ONLY

*Window* is an example of the imagery which is to be found buried in many common English words. It entered English from Scandinavian *vindaug*, from *vindr*, wind, equated to Latin *ventus*, wind, and *auga*, eye, so that the *window* is literally the *wind's eye*. In *daisy* the *y* is also what is left of an old word for *eye*, so that the *daisy* with its golden centre and white rays was seen by the early speakers of English as the *day's eye*.

Figures of speech are still easily perceived in words such as *lady-slipper* and *snapdragon*, harder to see in *dandelion* (*dent de lion*, lion's tooth) and *recalcitrant* (kicking back of the heels).

## UNIT 23

### SUGGESTIONS FOR TEACHERS

This unit deals with the use of the apostrophe in contractions. The term *apostrophe* is introduced, but do not feel called upon to spend a great deal of time defining it or having children master it. Knowledge should come through use of the term as a convenient way of referring to a spelling device. Point out that contractions bring the written language closer to the spoken language.

Pupils should know, before the unit is completed, that the apostrophe serves as an indication that letters have been omitted from what were originally two or more words; and that it also serves to make one word of the original two or more, so that *I am* becomes *I'm*. Note that the apostrophe appears where the letters have been omitted and not always where the original words were separated, e.g., *do not* becomes *don't*, the apostrophe indicating the loss of *o*.

The word list also provides an opportunity to recognize once more short and long vowels, to focus attention on the commonly misspelled word *should*, and to distinguish between the common homonyms *to* and *two*.

In the exercises, more attention is paid to meaning and context than to structure. In re-teaching, be sure to emphasize structure, although you will want to review or re-teach the use of the apostrophe if pupils had difficulty with it. Note the three *e*'s in *eleven*, and the fact that *two*, *twelve*, and *twenty* all begin with *tw* (this may be reinforced in mathematics lessons). At this point you may need to review the writing of the letter *w*, particularly the junction of *w* and *e*. A common error is to reverse the *e* and *s* of *does*; do not suggest this error, but deal with it specifically with those children who make it.

The apostrophe rarely remains thoroughly mastered. You will need to return to it again and again, preferably in the context in which it is being used in language arts, social studies, or other assignments.

*Most commonly misspelled words repeated:* I'm, o'clock, to, two; *appearing for the first time:* can't, didn't, does, don't, isn't.

## ANSWERS TO EXERCISES

1. (b) isn't, don't, can't, didn't, doesn't, shouldn't, I'm
2. (b) eleven o'clock; (c) two o'clock
3. It is important to check pupils' work to be sure they understand what they are doing.
4. (b) two, to; two, to
5. This exercise provides a good opportunity for discussions with your pupils.
6. (a) twenty; (b) eleven

## EXTRA HELP

1.
  - In which words in the list does the apostrophe (') take the place of only the letter *o*, as in *don't* for *do not*? (didn't, don't, isn't)
  - In which word does the apostrophe take the place of the letters *no*? (can't)
  - In which word does the apostrophe take the place of *a*? (I'm)
2. Write the words in which you hear
  - the long vowel *o*. (o'clock, don't)
  - the short vowel *o*. (o'clock)
  - the short vowel *e*. (twelve, eleven, twenty)
  - the long vowel *i*. (I'm)
3. Which word has ...
 

<ul style="list-style-type: none"> <li>• a silent <i>l</i>? (should)</li> <li>• <i>ck</i> at the end? (o'clock)</li> <li>• three <i>e</i>'s? (eleven)</li> </ul>	<ul style="list-style-type: none"> <li>• only three letters? (two)</li> <li>• <i>es</i> at the end? (does)</li> <li>• <i>ty</i> at the end? (twenty)</li> </ul>
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4. Answer with a word from the list.
  - What number is one less than twelve? (eleven)
  - What word rhymes with *could*? (should)
  - What word is the same as *won't* except for the first letter? (don't)
  - What word from the list do you see in *toward*? (to)
  - How many eyes does a person have? (two)
  - How many months are there in a year? (twelve)
  - How many millimetres are there in two centimetres? (twenty)
5. • Write the short forms of *did not*, *does not*, *can not*, *I am*, *should not*. (didn't, doesn't, can't, I'm, shouldn't)

- Make up a sentence that tells something you *shouldn't* do.
- Use at least two words from the list in a sentence that tells what time it is or isn't right now.
- Make up a sentence that tells about something you *didn't* do today.

## FOR GOOD SPELLERS

- Three times ten equals thirty. Write *thirty* and at least two more words that have something to do with three and ten, for example: *thirteen*, which is ten and three. (thirteen, thirty-three, three hundred and thirteen, thirteen hundred, etc.)
  - Which part of *thirty* tells about *three*? Which part do you think tells about its belonging to *ten*? (*thir*, *ty*)
  - Write as words: 40, 440, 330, 53, 43. Notice which words use hyphens. (forty, four hundred and forty, three hundred and thirty, fifty-three, forty-three)
- What are the contractions for *have not*, *I have*, *would not*, *they are*? (haven't, I've, wouldn't, they're)
  - There is another important use of the apostrophe. What is it? If you are not sure, look at Unit 33. (to show possession)
  - Of what pair of words is *won't* a contraction? In what way is it different from the other contractions you know? (will not; the first vowel has changed; was originally *woll not*)
- Both *eleven* and *twelve* have interesting stories. A large dictionary might help you to find these stories; or look in a book of word origins. (Funk, Wilfred, *Word Origins and Their Romantic Stories*, New York: Grosset and Dunlap, 1950; also in paperback)
  - Ten is a very important number. Fingers are convenient for counting and we have ten of them. *Ten* appears in different forms in the names of all the numbers from *ten* to *ninety-nine*. Pick any number from ten to ninety-nine and tell which part of it tells you that it is related to *ten*. (*teen* and *ty* are both relics of *ten*)
- The word *o'clock* tells you how most of us tell the time — by looking at a clock or watch. What are some other ways of telling

the time? (sundial, hourglass, burning a candle or rope, radio and television announcements, the sun, etc.; accept reasonable answers)

- What is the difference between daylight saving time and standard, or ordinary time? (We move our clocks an hour ahead for daylight saving time.)
- Find out in which time zone you live.

## FOR TEACHERS ONLY

*Eleven* is derived from the Anglo-Saxon *endleofen* which meant *and one left*, or *one left over*; that is, when ten objects had been counted on ten fingers the eleventh was one left over. Similarly, *twelve* is from *two left*, formed from *twa*, two, and *lif*, left. *Twenty* is from *twentig*, from *twegen*, two, (think also of *twin* and *twain*) and *tig*, ten; *twenty* is *two tens*. *Teen* in *thirteen*, etc., is from *tyne*, another form of *ten*.

## UNIT 24 (Review)

### SUGGESTIONS FOR TEACHERS

Pre-test to determine which words need to be re-taught to which children. Pupils who spell all the words in the list correctly should be excused until the second or even the final testing, and should be assigned the work for good spellers, and/or directed to other activities in language arts or related subjects.

Encourage pupils to establish relationships among what is really a medley of words; for example, words with double consonants — *getting*, *sorry*, *different*, *dinner*, *letter*; one-syllable words; two-syllable words; words in which the short *e* sound is spelled in differ-

ent ways—*guess, said, friend; friend and fruit*, which begin with the same consonant blend; contractions—*shouldn't, don't*. Have pupils point out for the group “different” or unexpected spellings, such as the *u* in *guess* and the *gh* in *enough*.

For poor spellers, don't try to teach too many of these ideas in one lesson. It is better to establish firmly the spelling of a few words at a time than to have children continue to misspell many or even all of the difficult words in the list.

Continue to test and to eliminate from further teaching words that have been mastered. Gradually reduce the number of children who need re-teaching. As pupils are excused from further study they might be assigned selected exercises from “For Good Spellers”, depending on their ability to handle the material.

*Most commonly misspelled words repeated:* along, different, does, don't, early, enough, February, friend, getting, goes, guess, letter, lots, said, together, two; *appearing for the first time:* toys.

## ANSWERS TO EXERCISES

2. (a) get/ting, dif/ferent, din/ner, let/ter, sor/ry; two, except *different* which has three; (b) said, friend; short *e*; *ai, ie*; (c) do, go; doing, going; (d) shouldn't, don't
3. Check sentences to make sure words from the list are correctly spelled; have pupils correct errors.
4. (a) enough; (b) wish; (c) fruit; (d) window; (e) pencil; (f) along
5. (a) early; (b) together; (c) goes; (d) lots; accept *enough*
6. (a) along, different, eleven, fruit, said, toys; (b) eleven; (c) getting; one *t*; (d) two *t*'s
7. wish, said, toys, enough, early, fight, letter, lots, two

### Extra Help

1. (a) guess, getting, several, shouldn't, along, fruit, friend; (b) friend, enough, shouldn't, together, fruit, dinner, said, different; (c) shouldn't, don't, pencil, window, sorry, February, early, guess, goes, toys, does, lots
3. (a) eleven, fight, letter, wish; (b) Feb/ru/a/ry

**For Good Spellers**

1. (b) low, row, bow, sow, flow, crow, stow, etc.; note that some of these words may also be pronounced to rhyme with *cow*; (c) eight, freight, weigh; (d) slide, slipper, slither, slimy, slink, etc.
2. (a) pen, ball-point, crayon, brush, typewriter, computer, etc.; accept reasonable answers; check spelling
3. (a) guest, guide, guise, etc.; (b) pal, chum, buddy, companion, etc.; (c) letter of the alphabet; write a letter to someone; to letter a poster; (d) female deer; (e) bright, sight, knight, fright, etc.
4. (a) whispered, cried, howled, etc.; (b) Please excuse or pardon me; I know I was wrong; I apologize; etc.

**UNIT 25****SUGGESTIONS FOR TEACHERS**

The words in this unit have no common phonic principle and should be introduced in the context of going shopping. Try to elicit the words and write them on the chalkboard, or have the children write them on the board, on a large sheet of paper, or on a transparency. Emphasize notable items with colour — for instance, *e* in *money*, *lf* in *half*, the three-consonant group in *electric*, *i* in *radio* (a common error is to double the *d*), *the* in *clothes*. Remind pupils that either *colour* or *color* is acceptable (this series gives preference to the *our* spelling in such words). Have pupils point out *doll* in *dollar* and note the *ar* ending. Have them recall *c* spelling the sound /s/ when the following vowel is *e*, as in *cents*. Review the term *syllable* and have pupils listen for and pronounce carefully the vowel sounds that produce syllables.

You may wish to use the exercises selectively; not all pupils need do all of them.

Some of the words may be eliminated from further teaching after

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the first dictation. When re-teaching, focus on the correction of errors that were made.

*Most commonly misspelled words repeated:* toys; *appearing for the first time:* clothes, colour, half, wear.

### ANSWERS TO EXERCISES

1. (a) wear, clothes, full, money, candy, electric, toys; (b) electric toys, half full, etc.; accept reasonable combinations
2. (a) calf, a young cow
3. (a) full: 2, 3, 5; half full: 1, 4; (b) radio, but candy could be justified
4. (a) money-honey, half-calf, dollar-collar, cents-tents, more-store, wear-tear, etc.; (b) tear; (c) soar, roar, door, etc.
5. (a) a dollar sixteen or one dollar and sixteen cents, twenty dollars, ten cents; (b) ten; two
6. 1, 2, 5
7. Be sure that pupils proofread their stories and that the stories are read and shared.

### EXTRA HELP

1. • Say the following words to yourself to decide how many syllables each word has. Write the words and put a small  $\sim$  over the vowel in each syllable.  
cents    candy    radio    electric  
(1, 2, 3, 3; cents, candy, radio, electric)  
• Which words in the list have only one syllable? (half, toys, full, cents, clothes, more, wear)  
• Which words have two syllables? (money, dollar, candy, colour)  
Which words have three syllables? (electric, radio)
2. • Write the words in the list that rhyme with these.  
handy    bend    employs    bear  
(candy, spend, toys, wear)

- Which words in the list mean the opposite of: *empty, less, save*? (full, more, spend)
3. Write the word from the list that
- has three vowels and only two consonants. (radio)
  - ends with the letters *ic*. (electric)
  - has four consonants and only one vowel. (cents)
  - looks as if it should have two syllables but has only one. (clothes)
4. • Two words in the list use *o* to spell the sound of short *u*. Write the words and circle the letter that spells the sound of short *u*. (money, colour)
- Write all the words that have the letter *l*. Draw a line through any *l*'s that are not sounded. (*half*, electric, dollar, full, clothes, colour)
  - Write *radio*. Which vowels are not in *radio*? (e, u, y)
5. Make a Poster
- On a sheet of paper print a message that might be used in a store window, like the ones on page 96 of your text. Try to use at least three words from the list.

## FOR GOOD SPELLERS

1. • Write *suit*. Make up two sentences to show that you know at least two different meanings of *suit*. (e.g., Does the hair style suit you? I bought a new spring suit.)
  - What word do you know that rhymes with *suit* and spells the rhyming part the same way? (fruit)
2. • How much is a half of a half of an apple? How much is a half-dollar? How long is a half-hour? (a quarter, fifty cents, thirty minutes)
  - What is the plural form of *half*? Write two more words that form their plurals in the same way. (halves; calf, wolf, elf, etc.)
  - What clothes might you buy for the summer that you would not use during the winter? What clothes might you buy for the winter that you would not use during the summer?
3. • Make a word by adding *ity* to *electric*. What happens to the sound of *c* when you add *ity*? Explain why. (*c* becomes soft before a following *i*.)

- Write *electric appliances*. Make a short list of electric appliances you have or would like to have in your home.
- 4. • Use a dictionary if you need it to list the *primary* colours. What are the secondary colours? How are they made? (red, yellow, blue; red and blue make violet or purple, red and yellow make orange, blue and yellow make green)
- Name three or four shades of red. (crimson, scarlet, ruby, pink, rose, etc.)
- What are two more words that, like *colour*, can be spelled with either *or* or *our* as an ending? (honour, humour, favour, flavour, etc.)
- 5. • What are your two favourite toys?
- In a sentence or two tell when you listen to radio and when you watch television.

## UNIT 26

### SUGGESTIONS FOR TEACHERS

English spelling offers much variety, to the dismay of many of its users. In this unit pupils are confronted with six different ways to represent the long *a* sound: *a* plus final *e*, *ay*, *ai*, *ea*, *ey*, *eigh*. You might help pupils understand that there are often many ways of doing the same thing, whether painting a picture or spelling. Any clue you can offer to help children remember which way of spelling long *a* is used in any one word is valuable. Looking at the words in families or related groups is often useful, e.g., all the *day* words are *ay* words — *yesterday*, *Sunday*, etc. *May*, *way*, and *gray* are also *ay* words. Clue: The long *a* sound at the end of a word is often spelled *ay*. Exceptions: *they*, *sleigh*, etc. *Place* and *face* both end in *ce*; here is another recognizable family: *grace*, *pace*, etc. *Train* belongs to the *ain*

family in which *ai* is used: *grain*, *rain*, etc. The spellings *ea* as in *great* and *eih* as in *eight* are less common and perhaps easier to remember as distinct exceptions to the more common spellings. Other spellings of the long *a* sound, such as *ei* in *rein* and *eig* in *reign*, are not included in this unit but may interest good spellers.

You may find that, with so many different spellings for the same sound, these words present difficulties to average as well as poor spellers. In re-teaching, concentrate as usual on those words that most children misspell, and give individual or small-group instruction to pupils whose misspellings differ from those of most of the class.

Make sure students are keeping their own spelling lists. Use these lists for re-teaching difficult words.

The exercises for good spellers may be used selectively. Some average spellers who master the words of the unit quickly may enjoy doing one or two of these.

*Most commonly misspelled words repeated:* they, train, today; *appearing for the first time:* Tuesday.

## ANSWERS TO EXERCISES

1. (a) gray, today, way, Tuesday, May; (b) sail, tail, train, pail; (c) eight; (d) place, snake, face; (e) great; (f) they
2. (a) bake; (b) rake; (c) wake; (d) cake
3. (a) place, face; (b) Tuesday; (c) today
4. (a) Tuesday, May; (b) place, snake, great, gray, they, train; (c) today, Tuesday
5. (a) ay, eigh; (b) eight
6. (a) they; (b) sail, tail, pail; bail, fail, Gail, hail, rail, wail
7. (a) Tuesday; (b) gray; (c) eight; (d) pail

## EXTRA HELP

1. Playing with Words
  - If you exchange the *f* and the *pl* of *face* and *place*, what words do you get? (place and face)

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- $w + eight - t$  = the word that sounds the same as *way*. What is it? (weigh)
  - Exchange the first letters of *May* and *way*. What words do you have? (way and May)
  - Put *t* in front of what you need to make gardens grow and you have something that runs on rails. What is it? (train)
2. • Make up a question that uses the word *Tuesday*.  
• Make up a question that uses the word *today*.  
• Make up a sentence that tells where you might find a *snake*. Use *snake* in your sentence.
3. Answer these questions, using a word or words from the list in each answer.  
• What colour is a mixture of black and white? (gray)  
• What month of the year is between April and June? (May)  
• What word means *mighty* or *famous*? (great)  
• What word could you use instead of *Susan and David* in this sentence?  
Susan and David are watching television. (They)  
• What words rhyme with *mail*? (sail, tail, pail)
4. Write  
• all the words in the list that end with *ay*. (gray, today, way, Tuesday, May)  
• the word in which you see the word *ray*. (gray)  
• two words that end in *ce*. (place, face)  
• the word that begins with *th*. Underline the letters that spell long *a*. (they)
5. In the picture at the top of page 99 in your text are some of the things named in the list. What are they? (train, face, pail, snake, May, tail, possibly Tuesday)

## FOR GOOD SPELLERS

1. Write a word that sounds like
- *way* but means to measure how heavy something is. (weigh)
  - *pail* but means light or colourless. (pale)
  - *great* but means part of a fireplace. (grate)
  - *eight* but means what you did at lunch yesterday. (ate)
- Write sentences to show what each new word means.

2. What are the names of three kinds of snakes? (garter snake, water snake, cobra, rattlesnake, etc.)
3. What are three or four things that usually come in pairs? (shoes, gloves, pants, socks, scissors, etc.)
4.
  - Use some of the letters of *today* to make words meaning: something to play with; a small animal. (toy, toad)
  - Do the same with the letters of *place* to name: something worn over the shoulders; a long jump; a small hat. (cape, leap, cap)
5. The English word *eight* is related the Latin word *octo* meaning eight. At one time the *gh* was sounded, so that the two words were more closely related than they seem to be now.
  - Use a dictionary or encyclopedia to find out how *October*, the tenth month of the year, came to have its name. (It was the eighth month in the Roman calendar.)
  - Find out what an *octave* is. How is it related to the Latin word for *eight*? (eight notes in the musical scale)
6. Some Riddles
  - What has a face and hands but no eyes? (a clock)
  - What is always here and yet is gone every twenty-four hours? (today)
  - What word in the list has the most important playing-card in it? (place-ace)

## UNIT 27

### SUGGESTIONS FOR TEACHERS

This unit should be related to an appropriate lesson in social studies or to similar content in the reading program. You may want to use the pictures in the pupils' text as motivation or reinforcement, or you may prefer to use similar pictures in the social studies program or

current material from newspapers and magazines. In any event, the words should have relevance to children's needs in reading, writing, and general comprehension. During the discussion commend pupils for their use of precise and descriptive words.

Use the chalkboard. Have pupils pronounce the words carefully, and have them recognize familiar spelling principles: the long vowel and silent *e* of *rope*, *line*, *lines*; the long *a* as it is spelled in *train* and *airplane* (note both *ai* and *a* plus silent *e* in the same word); the hard and soft *g* in *gas* and *orange* respectively; the short vowel in *ship* and *trip*; the first vowel long and the second silent in *road*, *sea*, *train*; the *ou* in *brought* and *around*. *Oil* introduces *oi*, a sound that previously has been represented by *oy* as in *toys*. Pupils can draw a reasonable conclusion that the sound is generally spelled *oy* when it comes at the end of a short word, or in a syllable that is part of a base word (*employment*), and is generally spelled *oi* when it appears between two consonants or at the beginning of a word (*boil*, *oil*). *World* should be related to other words of the *wor* group: *word*, *work*, *worm*, *worship*.

Remember to draw attention to phonic principles that operate both in reading and spelling.

In checking dictation, note for your own information not merely which words were misspelled but the nature of the misspelling; this will influence the way in which you re-teach. Avoid writing incorrect forms on the chalkboard.

Take every possible opportunity to draw attention to the words when they occur in other contexts.

*Most commonly misspelled word repeated:* train; *appearing for the first time:* brought.

## ANSWERS TO EXERCISES

1. (b) gas, oil; (c) expect ship, train, airplane; accept truck and other vehicles; (d) all or any of these methods
2. (a) oil, gas, water; other substances might be discussed and checked; (c) train, ship or boat, truck or car

3. (a) trip has two meanings; in one sentence it is a naming word (noun), in the other a doing word (verb); accept any answer that indicates an understanding of any one difference between the two uses or meanings; (d) orange as a colour; orange used as a noun subject or object, e.g., An orange is a fruit; The earth is the shape of an orange.
4. (a) bought; (b) boil, foil, spoil, etc.; if pupils name *roil* or *moil* have them check meanings in a dictionary; (c) generally /s/ in *gas* and /z/ in *has*, but some speakers use /z/ in *gas* as well, especially when it is the last word in a sentence; (d) word; (e) double the last consonant; tripping, shipping
5. (a) truck, train, trip; trucker, trainer, tripper; (b) gasoline; the *i* has a long *e* sound; (c) range; (c) found, ground, sound, etc.

## EXTRA HELP

1. • Which words in the list have short *i*? Write the words and circle the short *i* in each one. (ship, river, trip)  
 • Several words have two vowels together, with the first saying its own name (that is, long) and the second silent. Write these words and underline the vowel pairs. (train, sea, airplane, road)  
 • Which word in the list begins and ends with the same letter? (river)  
 • Which words have four consonants and only one vowel each? (world, truck)
2. • Add *s* to those words in the list to which *s* can be added, for example: *worlds* but not *around*. (worlds, trucks, ships, trains, rivers, seas, oranges, airplanes, oils, lines, trips, roads; gas requires *es*.)  
 • Write all the words that have *r* as their second letter. (brought, truck, train, around, orange, trip)
3. Write the words that  
 • have only three letters. (gas, sea, oil)  
 • begin with a vowel. (around, orange, airplane, oil)  
 • end with silent *e*. (orange, airplane, line)

## 4. In which word

- is *gh* not sounded? (brought)
- does *g* have the sound /j/? (orange)
- do you see the word *rip*? (trip)
- do you see the word *rain*? (train)
- are the last two letters *nd*? (around)

5. *A Few Riddles*

The answers are in the word list.

- I have a mouth but I cannot eat or talk. (river)
- I go around and around but stay in the same place. (world)
- I run from here to there but never move. (road)

**FOR GOOD SPELLERS**

1. • Write the two extra words. Divide them into syllables. (ma/chine, ship/ment)
  - Add *ry* to *machine*. Show that you know the meaning of the new word. (machinery)
  - Name three things that are machines.
2. • Add *shape* to *ship* and tell what the new word means. (ship-shape, in good order)
  - Add *worthy* to *sea* and tell what the new word means. (seaworthy, in a fit state to put to sea)
3. • Name three animals that live in the sea. (seal, walrus, whale, etc.)
  - Name one fruit, plant, or vegetable from which oil is pressed. (olives, corn, peanuts, cotton, flax, rapeseed, sunflowers, etc.)
  - From what sea animal do we get oil? (whale, seal, walrus)
  - What product of oil is used to make cars run? (gasoline)
4. • *Journey* and *voyage* are two meanings of *trip*. What is the difference between them? (the first on land or water or by air, the second only on water, both in space)
  - What other word might be used for *river*? (stream)
  - What part of a truck makes it go? (motor, engine)
5. • List four or five words you might use in describing a journey into space.

- If you were going to spend some time on a planet in a distant galaxy, what kinds of things would you want to take with you?

## UNIT 28

### SUGGESTIONS FOR TEACHERS

It is good practice to use the name of the day along with the date on daily work, so for many children this unit will be in the nature of a review, except perhaps for *Saturday* and *Sunday*. *Tuesday* and *Wednesday* are the most difficult of the words to spell. In introducing them use the suggestions in Exercises 1 and 2 of the pupils' text.

An important component of this unit is the use of the abbreviation, a different kind of "shortened form" from the contraction. The contraction is a written version of a spoken form; the abbreviation does not reflect speech, but is a device to save time and space in writing. Most abbreviations are marked with a closing period, but not all, as pupils should know from their use of metric abbreviations: *kg*, *m*, etc.

The unit also offers an opportunity to review the formation of capital letters. Many children have few occasions to use some of the capitals and have had little instruction in the formation of those that deviate radically from the "small" letters: *D*, *F*, *G*, *Q*, *T*, *W*, for example. It is not enough to present children with a written example; they must be led through the sequences of forming the letters.

Base your re-teaching of words that were misspelled on the "Extra Help" exercises. Draw attention to the part of the word that was misspelled by underlining the *correct* spelling. Have pupils practise the spelling on the chalkboard where you can see and correct errors immediately.

*Most commonly misspelled words repeated:* Tuesday; *appearing for the first time:* Friday, Saturday, Sunday, Wednesday.

## ANSWERS TO EXERCISES

3. (a) two; (b) three; the first
4. (d) Friday, Fri.; (e) Saturday and Sunday; some children may tell you that they go to Sunday or Sabbath school on Sunday or Saturday — accept justified answers; (f) Sun.

## EXTRA HELP

1. • Write the full word for the day of the week in which you hear a long *i*; a short *a*; a long *u*; a short *e*. (Friday, Saturday, Tuesday, Wednesday)  
 • Write the full word for the day of the week in which you see: *ur* (two words), *Fr*, *Th*, *ue*, *nes*. (Thursday, Saturday; Friday, Thursday, Tuesday, Wednesday)
2. • For which words are these the short forms: Wed., Sun., Mon.? (Wednesday, Sunday, Monday)  
 • Write the short forms of: Tuesday, Saturday, Thursday. (Tues., Sat., Thurs.)
3. Think of and write the short form for: the middle day of the week; the sixth day of the week; the first school day of the week; the last day in the week; the second last school day in the week. (Wed., Fri., Mon., Sat., Thurs.)
4. • On what days of the week do you have physical education? social studies? mathematics?  
 • What day comes after Tuesday? before Monday? after Monday?  
 • What day is today? What day was yesterday? What will tomorrow be?
5. • On what day of the week does Thanksgiving always fall? (Monday)

- On what day of the week is Canada Day this year? (Check with a calendar.)
- On a calendar find June 5. On what day of the week does it fall this year? What day is May 24? April 1?

## FOR GOOD SPELLERS

1. There are interesting stories concerning the names given to the days of the week. Find out all you can about two of them: Saturday and Tuesday. Use a large dictionary or a book about word origins. (named for the Roman god Saturn and the Norse god Tiw)
2. Write a short weather report each day for a week. Include in your report the name of the day, and the date. Describe the sky, the wind, and other facts about the weather as you see it. Use good descriptive words.
3. • Write *week* and its short form. Write *month* and its short form. (wk., mo.)
  - Write short forms for *year*, *hour*, *metre*, *kilogram*, *litre*. Note which need periods and which do not. (yr., hr. or h for time based on the twenty-four-hour clock, m, kg, L)
  - How many weeks are there in a year? Write the answer in words. Remember to use a hyphen. (fifty-two)
4. • Sunday is named for the sun. What do you think Monday is named for? (the moon)
  - What name is given by most Christians to Sunday and by Jews to Saturday? (the Sabbath)
  - What do you call days when you are not at school and not working? (holidays, vacation, weekend, or any other reasonable answer)
5. • Write *anniversary*, and write a sentence to show what it means.
  - What special day is on February 14? on October 31? on December 25? on July 1? (St. Valentine's, Hallowe'en, Christmas, Dominion or Canada Day)
  - Name a holiday that is always on Monday. (Labour Day, Easter Monday, or Thanksgiving)

## UNIT 29

### SUGGESTIONS FOR TEACHERS

This unit should be taught when it is needed—that is, when a letter is being written or when the letter form is being taught as part of the language arts program.

The phonic skills should always be related to the word recognition skills being developed concurrently in the reading program. Words that appear in the spelling text should be noticed and commented upon when they turn up in other school contexts.

Have pupils listen for and say the long vowels in *dear* and *hear* and in *hope* and *fine*. Have pupils show and tell you what happens when the *e* is removed from *hope* and *fine*. Examine *heard* as the past tense of *hear*, noting that the vowel sound but not the spelling has undergone a change; and compare *heard* with *hurt* in which the *er* sound is spelled differently.

Do not discuss homonyms for *dear*, *our*, *heard*, or *hear*, except with those children who ask about them; good spellers are interested in and gain from an understanding of homonyms, and are directed to them in "For Good Spellers".

*Most commonly misspelled words repeated:* dear, fine, getting, hope, letter, our; *appearing for the first time:* hear, heard.

### ANSWERS TO EXERCISES

1. Be sure to explain to pupils what is expected of them.
4. (a) hoping; *e* is dropped; (b) ours; (c) sour, hour, flour; (d) line, mine, nine
5. (a) yesterday; (b) hops; (c) deer

**EXTRA HELP**

1. • Which two words in the list rhyme with each other? (dear, hear)  
 • Which words begin with the letter *h*? (heard, hope, hurt, hear)  
 • Find and write the words that have *er*. (yesterday, letter)  
 • Which word has *get* as its stem? (getting)
2. • If you look carefully you can find two of the words in the list inside two other words of the list. Write the little words and the longer words in which you have found them. Notice that little words do not always sound the same when they are taken out of longer words. (our-yours, hear-heard)  
 • Two words in the list can sometimes mean almost the same thing. What are they? (sick and hurt)  
 • In which two words do you see the letters *ter* as a syllable? (letter, yesterday)
3. Write the word that means  
 • almost the same as *wish*; as *not well*. (hope, sick)  
 • the day before today. (yesterday)  
 • very good. (fine)  
 • give pain. (hurt)
4. • What is the shortest word in the list? the longest? (our, yesterday)  
 • Which two words begin with *y*? (yesterday, yours)  
 • Two words have three consonants and only one vowel. Which are they? (sick, hurt)
5. Looking for Hidden Words

In each of the long words there is hidden a word from the list. Find and write the hidden words.

refinement   honourable   sickle   unhopeful  
 endearment   yourself   hurtling  
 (fine, our, sick, dear, yours-our, hurt, hope)

**FOR GOOD SPELLERS**

1. • Write the word *card*, and two other words that end in *ard*. (lard, hard, guard)  
 • Name three types of greeting cards that you might send to a friend. (birthday, Christmas, Easter, etc.)

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- Add *board* to *card*, and use this new word in a sentence. (cardboard)
- 2. • Write the word *ink*, and the names of two other things that, like ink, can be used to write letters or make signs. (pencil, crayon, water colours, paint, charcoal, felt pen, etc.)
  - How many words can you make from *ink* by adding consonants to the beginning? (sink, pink, mink, rink, link, think, brink, etc.)
  - What is another word that means *presents*? (gifts) Name two things you would like to give as birthday presents.
- 3. • What words sound the same as *heard*, *hear*, *dear*, *our* but have different spellings and meanings (homonyms)? (herd, here, deer, hour)
  - Make up sentences that show you understand what the words mean.
- 4. • A letter is a written message. What other ways are there of passing along a message to someone? (telegram, telephone call, radio, telex, cable, post card, etc.)
  - In what is a letter enclosed for mailing? Why is a stamp needed? How does the post office show that the stamp has been used? (envelope; postage fee; it is "stamped" or cancelled.)
- 5. Pretend that you are a letter or a get-well card being sent to someone in the hospital. Tell what happens to you from the time you are written until you are delivered to the person in the hospital. Proofread your story carefully. Check the spelling of words you are not sure of. (Writing assignments given as part of the program for good spellers should be checked, and shared among the pupils by having them read in small groups of good spellers, and occasionally to the whole class.)

## UNIT 30 (Review)

### SUGGESTIONS FOR TEACHERS

All the words in this unit have been presented at least once and some more than once. Pre-test, then, to eliminate words that most or all of

your pupils already know how to spell. With some classes the words should be dictated at two sittings, or more if you think it necessary.

## PRE-TEST

1. *Tuesday* is the day after Monday.
2. How much *money* did you spend for that book?
3. Can you *hear* the radio clearly?
4. There were *eight* eggs in the carton.
5. Does the mower have an *electric* or a gasoline motor?
6. We live *close* to our aunt and uncle. *Close* the door.
7. There is a high fence *around* the garden.
8. Everyone in the *world* should have enough to eat.
9. I *didn't* know that.
10. *Friday* is the last school day of the week.
11. We went to the show *together*.
12. Who *brought* the delicious cookies?
13. *Sunday* is the first day of the week.
14. I'm sorry that I *can't* go with you.
15. We had a *great* day for our picnic.
16. *Wednesday* was named for the Norse god Wodin.
17. Have you *heard* the latest record?
18. My *clothes* are clean at the beginning of the day.
19. I enjoy having an *orange* for breakfast.
20. I prefer *half* a grapefruit.
21. *Isn't* breakfast an important meal?
22. *Saturday* comes before Sunday.
23. I *don't* wear warm clothes in the summer.
24. I *wear* warm clothes in the winter.
25. *I'm* glad this test is finished.

Excuse from the re-teaching period those pupils who made no errors, and have them work at the exercises for good spellers or at related language arts assignments. Base your re-teaching of misspelled words on the "Extra Help" exercises that apply to those words.

You may find useful the following outline of what is reviewed in the unit. Do not attempt to re-teach all of these skills to all pupils.

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Select those that are applicable to the spelling needs of individual or small groups.

1. *Alphabetizing.* Many pupils will not realize that sometimes they must look at the second letter, or even the third letter of a word to find its appropriate place in alphabetical order, e.g., together, Tuesday; wear, Wednesday.
2. *Contractions.* Review the two concepts that some words are made short by omitting certain letters, and that the apostrophe replaces all letters omitted at the point where the apostrophe appears. Write the long forms on the chalkboard and have pupils show and tell you the shorter forms.
3. *Abbreviations.* Review three ideas in connection with the abbreviations of the days of the week: each ends with a period, is the first syllable of the word, and its first letter is a capital.
4. *Verb Forms.* Review the formation of the past tense of common verbs. The most common formation is the addition of *ed*: *closed*, *opened*, etc. There are modifications and variations of this formation, e.g., *hear-heard*, *spend-spent*. Then there are what grammarians used to call the "strong" verbs which undergo more drastic changes of the base. Most of these are very old verbs of Anglo-Saxon origin: *buy-bought*, *bring-brought*, *wear-wore*, *buy-bought*.
5. *Phonetic Elements.* While it is true that many words can be decoded for reading by using their phonetic elements, these same elements are not always a reliable guide to spelling. Nevertheless, try to relate the phonics learned in spelling to the phonics learned in reading lessons. They can be mutually supportive in spite of the differences. The chalkboard or the overhead projector is useful for reviewing the following (but allow for regional differences in pronunciation):  
long *a*: eight, great, Sunday, Tuesday, Wednesday, Friday, Saturday  
long *e*: money, hear  
long *i*: Friday, I'm  
long *o*: close, clothes, don't, orange  
long *u*: Tuesday

short *a*: around, Saturday, can't, half

short *e*: electric, together, Wednesday

short *i*: isn't, didn't, electric

short *o*: brought

short *u*: money, Sunday

consonant blends: *close*, *isn't*, *around*, *brought*, *world*, *clothes*,  
*don't*, *didn't*, *can't*, *orange*, *electric*, *Friday*, *great*

6. *Base Words*. Use words such as *getting*, *having*, *said*, *asked*, to find the base, if you know that pupils are having difficulty constructing words or seeing relationships among the parts or forms of words.

As usual in the review units, dictate all the words a second time to the whole class. Have the weaker pupils practise on the chalkboard words that they misspelled in dictation. Test this little group from time to time by giving them a dictation of difficult words. You should also be prepared to give individual tests to single pupils with spelling problems. Be sure that the writing on these tests is neat and legible, and that the pupils proofread all written work carefully.

*Most commonly misspelled words repeated*: brought, can't, close, clothes, didn't, don't, Friday, half, hear, heard, I'm, isn't, Saturday, Sunday, together, Tuesday, wear, Wednesday.

## ANSWERS TO EXERCISES

- (a) around, clothes, half, isn't; (b) eight; (c) Saturday, Sunday
- (a) *th*; (b) close, clothes; (c) heard, hear, wear, great; four (some may say three, counting *wear* and *great* as one)
- (b) is not, do not, did not, cannot, I am; (c) isn't, didn't, electric
- (a) hear, close; (b) brought, eight; (c) orange; (d) together
- Wednesday, Saturday, Friday, Sunday, Tuesday

### Extra Help

- (a) Wednesday, world, wear; (b) hear; changes from *ear* to *er*; (c) together, Saturday, world; (d) close, clothes, don't, for some speakers orange; (e) half

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2. (a) close, brought, clothes, Friday, great; (b) together, clothes; (c) Tuesday, Wednesday, Saturday, Sunday, Friday
3. (a) don't, I'm, isn't, didn't, can't; (b) close, half, brought, money; (c) around
4. (a) close; (b) together; (c) brought; (d) don't
5. (a) accept reasonable combinations, e.g., orange light; hear or heard music, great music, Sunday music; great trip, world trip; eight o'clock; (b) accept reasonable combinations, e.g., wear clothes, close together

### For Good Spellers

1. (a) at, rat, sad, day, tray, rut, yard, star, study, dusty, dart, etc.; (b) Mr., Dr., Can.
2. (a) here; (b) herd; (c) accept reasonable answers; suggest keeping an alphabetical list of homonyms
3. (c) eighteen, twenty-eight, etc., eighty, eighty-one, etc.; (d) penny or cent, nickel, dime, quarter, fifty-cent piece, silver dollar, dollar bill, etc.
4. couldn't, wouldn't, won't, haven't, aren't, it's, she's
5. opened, bring, took
6. Check and comment on stories. Have children read and share them in small groups of good spellers.

### FOR TEACHERS ONLY

The seven-day week is believed to have originated in West Asia in ancient times. The days were given the names of planets, derived from the names of deities. In English, the names of the days are largely derived from the names of Germanic deities, as well as from Latin names.

*Sunday*: Old English *Sunnan daeg*, translated from the Latin *dies solis*, day of the sun. It is the first day of the week, observed by Christians as a day of rest and worship, in commemoration of Christ's resurrection.

*Monday*: Old English *Mónan daeg* (from *mónan*, genitive of *móna*), i.e., moon + day.

*Tuesday*: Old English *Tíwes daeg*, from *Tíw*, name of a Teutonic god of battle. *Tíw* was identified with Mars, the Roman god of war. Compare French *mardi*, Tuesday.

*Wednesday*: Old English *Wódnes daeg*, day of the god *Wóden*. Woden was the Germanic god of battle. He was identified with the Roman god Mercury because of his wisdom and magic.

*Thursday*: Old English day of Thunor or Thor. *Thursday* is a rendering of the late Latin *dies Jovis*, day of Jupiter. Thor was the Norse god of thunder, hence of might and war. Armed with a magical hammer, a belt of strength, and iron gloves, he waged war on giants.

*Friday*: Old English day of the goddess Frig, corresponding to the Old Norse *Frigg*. Originally an earth goddess, she became confused with Freyja, the Scandinavian goddess of love; hence her identification with Venus, the Roman goddess of love; cf., French *vendredi*, *Friday*.

*Saturday*: From the Latin *Saturni dies*, day of the planet Saturn. In Roman religion Saturn was the god of harvest. On Saturnalia, his festival, work ceased, gifts were exchanged, and the slaves could do as they liked.

## UNIT 31

### SUGGESTIONS FOR TEACHERS

If there is a story or poem in the reading program on the same theme, use this unit in connection with it. In any event, before presenting the words discuss the signs of spring. As words in the list occur in the discussion, write them on the chalkboard, on a large sheet of news-

print with felt pen or crayon, or on a transparency. (Note that the chalkboard is still one of the best audio-visual aids available.)

When you begin to discuss the words themselves, emphasize the effect of *r* on the preceding vowel as in *first*; the short vowels in *plant*, *often*, *under*, *wind*, *nest*, *spring*, *west*, and *rabbit*; the long and silent vowels in *Easter*, *there*, *hole*, and *field*; the consonant blends in *plant*, *nest*, *spring*, *Easter*, *west*, *first*, and *field*; and the consonant partners *th* in *there*. One of the most troublesome words to spell is *there*. The clue to its spelling in the first part of Ex. 4 should be emphasized. In *often*, make sure that pupils write the *t* whether they pronounce it or not.

In re-teaching, particular attention should be paid to the individual word, since the words have few phonetic elements in common. Working at the chalkboard helps the poor speller and makes it easier for you to detect errors as they are being made. (Care should be taken, however, not to embarrass pupils.) A visual form of help for the poor speller that enlists the large muscles of the writer in the learning process is to write or print words that require practice in large letters on big sheets of paper. Using crayons, ballpoint pens, or felt pens on ordinary newspaper provides variety. Pupils also enjoy making coloured designs using difficult words as bases for them.

*Most commonly misspelled words repeated:* Easter, first, there; *appearing for the first time:* often.

## ANSWERS TO EXERCISES

1. (a) nest; (b) wind; (c) first; (d) often; (e) field; (f) west
2. Make sure pupils understand what is expected of them. (a) plants, planted, planting
3. Accept reasonable answers and check spelling.
4. (a) here; (b) thirst, thirsty
5. (a) short *i*, long *i*; (b) long *i*
6. (a) two spellings, *ur* and *ir*, for the same sound; (b) *er*, spelling the same sound as *ur* and *ir*; (c) fur, first, field; (d) plant, wind, nest, spring, west, first, field

**EXTRA HELP**

1. Look at these four words: *plant, wind, Easter, spring*. In each of them find a smaller word. Write the longer word and draw a box around the smaller word. (ant or an, win or in, east or as or aster, in or ring)
2. Find and write a word
  - in which a consonant has *h* as a partner. (there)
  - that has a double consonant in the middle. (rabbit)
  - that ends in *ten*. (often)
  - that has three consonants together. (spring, first)
3. Which
  - word has two different pronunciations? (wind)
  - word tells what a rabbit's coat is? (fur)
  - word has *ie* with the sound of long *e*? (field)
  - four words have *st*? (nest, Easter, west, first)
4. What words ...
  - end in two consonants? (plant, wind, nest, spring, west, first, field)
  - end in silent *e*? (there, hole)
  - have a long *e* sound? How is it spelled? (*Easter, field*)
  - begin with a vowel? (often, under, Easter)
5. What Am I?
  - I can blow your hat off but you cannot see me. (wind)
  - I am round and empty and sometimes in a doughnut. (hole)
  - I follow on the heels of winter. (spring)
  - I keep little birds safe and warm in the tree. (nest)
  - I have long ears and I nibble at my food. (rabbit)

**FOR GOOD SPELLERS**

1. • Plants are very useful to human beings. List some plants that are used for food. (Accept reasonable answers: wheat, rice, oats, barley, vegetables of all kinds, fruit trees of all kinds.)
- Tell about some other uses that people make of plants. (to make cloth or clothing — cotton, linen, etc.; for shade and ornament;

for feeding cattle and other animals; for medicines; accept reasonable answers)

2. • There are many kinds of winds. What are the words for a soft, quiet wind and a strong, wild wind? (breeze, zephyr, etc.; gale, hurricane, tornado, etc.)
  - What are some other names for kinds of rabbits? (bunnies, hares, jack rabbits, snow hares, etc.)
3. • *First* belongs with *one*. What words like *first* belong with *two*, *three*, and *four*? (second, third, fourth)
  - *There* often means *in that place*. What word means *in this place*? (here)
  - What word means the opposite of *often*? (seldom, infrequently, rarely; accept sometimes, never)
4. • What are the names of some spring flowers? (tulip, daffodil, crocus, iris, lilac, etc.)
  - Name three birds that return to your part of the country in the spring. (robins, crows, ducks, geese, meadowlarks, etc.)
5. • A bird's home is a nest. What is the home of a bee? of a fox? of a rabbit? of a spider? of an ant? (hive; den or hole; burrow, hole, or warren; web; hill)

## **UNIT 32**

### **SUGGESTIONS FOR TEACHERS**

Only the ten school months are included in the unit; the teaching of *July* and *August* might be incidental.

Throughout the unit pupils should be reminded to say and hear the words carefully. Much of the difficulty in spelling *February*, for example, may be attributed to faulty pronunciation and careless listening. Emphasize the *br* combination.

Beginning with *January*, say each name carefully, and write it on the chalkboard. Separate each word into its syllables. Draw attention to the *uary* ending in *January* and *February*, the *ember* ending in *September*, *November*, *December*, the *ch* in *March*, the *pr* consonant blend in *April*.

Pupils should notice that the first syllable is not necessarily the abbreviated form, as it is with the days of the week. With the exception of *Sept.*, all other abbreviations are the first three letters of each month. Emphasize that all of these abbreviations have a period at the end, and that generally no abbreviations are used for *May*, *June*, or *July*.

In re-teaching, dictate the names of the months in random order, beginning with *June* and *May*. Instruct pupils to write the abbreviation of each month beside the full name for the remaining eight months in the list. Check carefully for capital letters and periods after the abbreviations. Of course, the real test on these words and their abbreviations is found in the daily dating of exercises and notes. Throughout each month alternate the use of the full name of the month with its abbreviation.

*Most commonly misspelled words repeated:* February; *appearing for the first time:* April, October.

## ANSWERS TO EXERCISES

3. December, February, October, January, October
4. (a) April, May, June; (b) March
5. The rhyme on page 121 of the text should prove helpful for this exercise and also in arithmetic classes.
6. (b) September, October, November, December
7. (b) September; (c) November; (d) February

## EXTRA HELP

1. Sometimes the months are numbered, beginning with January as number 1. Write these numbers and beside each, write the name of the month: 4, 12, 2, 1, 6, 3, 5, 11, 10, 9. (April, December,

February, January, June, March, May, November, October, September)

2. Write the names of the months that have: one syllable; two syllables; three syllables; four syllables. (March, May, June; April [July, August]; October, September, December, November; February, January)
3. Write the names that end in: *er*, *ary*, *ch*, *ay*, *e*, *l*. (October, November, September, December; February, January; March; May; June; April)
4. • In which month is: the first day of spring? (March) Easter this year? (March or April) the end of the school year? (June)  
 • Which month has an extra day in Leap Year? (February)  
 • Which month: begins the year? (January) ends the year? (December) has the longest day? (June) comes before June? (May)

### **FOR GOOD SPELLERS**

1. What signs or things are used to decorate for St. Patrick's Day? for Valentine's Day? (shamrocks, harps, potatoes, etc.; hearts, cupids, arrows, etc.)
2. Write the month in which this particular date is important and tell why: 31, 1, 25. (October 31—Hallowe'en; January 1—New Year's Day (or July 1—Canada Day); December 25—Christmas)
3. • Describe what the branches of a maple tree would be like in December, in June, in September.  
 • What does a bear do during the month of January? (sleeps, hibernates)  
 • What is the groundhog supposed to do on February 2? (come out to look for his shadow)
4. • For what reason are September 21 and March 21 important? (first day of fall, first day of spring)  
 • What do you call a year that has 366 days? (Leap Year)  
 • How often do years of 366 days come around? (every 4 years)
5. Monthly Puzzles  
 • This month has all the letters of *year* in it. (February)  
 • This month was named for Julius Caesar. Guess which it is. (July)

- This month is related to *janitor*. Look at the beginning of it to find it. (January)
6. Answer in words:
- How many months are there in a year? in two years?
  - How many days are there in July and August together?
  - How many months and days have passed since your birthday?

## UNIT 33

### SUGGESTIONS FOR TEACHERS

The introduction to the unit illustrates four ways of indicating ownership, or possession, when the owner is a noun. The examples in the pupils' text are all of singular nouns that do not end with *s*, and therefore have possessive forms ending with *'s*, e.g., *my uncle's turkey*.

The possessive pronoun does not require an apostrophe. (You will not, of course, use the term "pronoun"; *your* and *their* are introduced as "owning words".) Some pupils may be interested in the spelling relationship as well as the relationship in meaning between *they* and *their* — the *y* of *they* becomes *i* when *r* is added.

Note that the plural of *monkey* and *turkey* is formed by simply adding *s*; there is no change in the base. On the other hand, *party* and *fairy* change the *y* to *i* and add *es*.

An important concept to establish is that the apostrophe indicates possession rather than plurality. Do not at this time teach the plural possessive. You may, in fact, want to leave the review of all plural forms until another time. If so, omit Ex. 3.

The dictation will probably reveal that many pupils need reinforcement in the use of the apostrophe to show possession. You may have to supplement the "Extra Help" exercises with additional drill material. Much of the practice can and should be done with small

groups of pupils at the chalkboard, where correct usage can be praised and errors corrected quickly. It is helpful to vary your presentation of the words during re-teaching.

In order not to confuse pupils who have difficulty with *their*, avoid reference to the homonyms *there* and *they're*.

*Most commonly misspelled words repeated:* father, mother, their, uncle, your; *appearing for the first time:* aunt, woman.

## ANSWERS TO EXERCISES

- (b) This (That) is that woman's monkey. That woman owns the monkey. The monkey is that woman's. (c) The monkey owns the hat. That is the monkey's hat. The hat is the monkey's. (d) My mother owns the car. That's (That is) my mother's car. The car is my mother's. (e) My father owns that hat. That is my father's hat. That hat is my father's. Accept reasonable alternatives.
- (a) aunt's, uncle's, turkey's, father's; (b) the turkey's neck, my mother's party, the monkey's tail
- mothers, fairies, monkeys, parties
- (a) your uncle; (b) their uncle; (c) their party; (d) your monkey

## EXTRA HELP

- Which words in the list are the names of people? (uncle, mother, father, aunt, woman; accept fairy)
  - Which words are the names of other living things? (monkey, turkey)
- Write the words in which *h* is joined with *t* to make a sound that is neither /t/ nor /h/. (mother, father, their)
  - Write the words that end with the letter *t*. (lost, next, aunt)
- Which two words in the list have the sound of short *u* spelled *o*? (monkey, mother)
  - In which word is *u* silent? (aunt)
  - In which word does *u* spell the sound of short *u*? (uncle)
  - In which word do you see the letter *x*? What sounds does it stand for? (next; /ks/)

4. • Write the words in which you find the smaller words *part*, *man*, *key*, *be*, *fair*. (party, woman, monkey and turkey, began, fairy)
  - Which word is a form of *begin*? (began)
  - Using an apostrophe, how would you write something that means: belonging to uncle? belonging to your mother? belonging to their father? belonging to their aunt? (uncle's, your mother's, their father's, their aunt's)
5. Which words in the list mean the opposite of: *found*, *ended*, *our*? (lost, began, their or your)
6. Write
  - the words that end with the letter *r*; with the letter *y*. (mother, father, their, your; party, monkey, turkey, fairy)
  - the word that is spelled the same as *nest* except for one letter. (next)
  - the word that turns into *money* when you take out one letter. (monkey)
  - the word that tells what you call your mother's brother or your aunt's husband. (uncle)

## FOR GOOD SPELLERS

1. • How is your grandmother related to your mother or father? (mother or mother-in-law)
  - How is your grandfather related to your mother or father? (father or father-in-law)
2. What relation to you is your grandfather's son? (father or uncle) your mother's sister? (aunt) your mother's sister's child? (cousin) your grandmother's mother? (great-grandmother) (Note that some children will find these questions difficult or impossible to answer, living as they do within a very narrow family circle. Respect their position and do not press for answers.)
3. • Find and write at least two more words that end in *cle* like *uncle*. Use a dictionary to check their spelling. Watch out for words like *chuckle* and *comical*! (circle, bicycle, tricycle, cycle, manacle, barnacle, pinnacle; do not expect the last three from your pupils)

- Think of and write at least two words that end with the letter *x*. (box, tax, mix, fix, phlox, fox, etc.) Now write at least two words that end with the sounds of *x* but with the spelling *cks*, like *clocks*. (blocks, rocks, knocks, tricks, bricks, backs, etc.)
4. • *Their* is a word showing belonging to or owning by *them*. What words show belonging to or owning by *us*, by *me*, by *him*, by *her*, by *you*? (our, ours, my, mine, his, her, hers, your, yours)
  - Ownership is sometimes shown by 's, sometimes in other ways, for example, *the door of the house* or *the store window*. Choose the best way of showing ownership for: the dress belonging to the doll; a window belonging to the house; the door that belongs to a car. (the doll's dress; the window of the house; the car door)
  5. Test Yourself on Nursery Rhymes
    - Which nursery rhyme tells about something lost? ("Little Bo-Peep", "Three Little Kittens", etc.)
    - Which nursery rhyme has the words "began to sing"? ("Four and Twenty Blackbirds")
    - Name two nursery rhymes that tell about old women. ("There Was an Old Woman Who Lived in a Shoe", "Old Mother Hubbard", etc.)
  6. Tell what kind of party you might go to in the spring of the year; in the fall; in the winter. (Accept reasonable answers.)

## **UNIT 34**

### **SUGGESTIONS FOR TEACHERS**

The unifying element in this list is the consonant blend (*fr*, *cl*, *pt*, etc.), which is to be distinguished from consonant partners (*sh*, *th*, etc.). In the blend each consonant maintains its identity but blends with the

other; in the partnership the two consonants represent a single sound. The *ng* in *ring* and *king* falls into a category of its own, in that the *g* is barely sounded unless it is followed by a word beginning with a vowel; pupils at this level, however, should not be expected to recognize these fine distinctions.

As you and the pupils pronounce the words, write them on the chalkboard, or on a chart or transparency, and ask pupils to identify consonant blends. Use Ex. 1 and 2 in the text as a guide. Pupils should notice that consonant blends can be at the beginning, middle, or end of words, e.g., *front*, *hundred*, *kept*. Work on consonant blends and partners should be closely related to the reading program; direct attention to them when children are using their phonic skills to decode words as they read.

*Just* often degenerates in speech into *jist* or *jest*; be sure pupils use the full value of the vowel, hear it, and spell it. Young spellers often transpose *r* and *o* in *from*; the error would disappear if they thought of *fr* as a consonant blend. Use Ex. 3 as a starting point for reviewing the principle that *y* changes to *i* before *es* and *ed*.

After dictation, use other devices for re-teaching misspelled words (see "Extra Help"). Draw attention to small words within larger words, e.g., *ill* in *still*, *raw* in *draw*, *us* in *just*, *red* in *hundred*, *kin* in *skin*. Have pupils listen for the short vowels in *kept*, *just*, *hundred*, *ring*, *king*. Use rhyming words that are like the words in the list except for the first one or two letters, e.g., *cry*, *dry*, *try*; *draw*, *saw*, *paw*; *glad*, *sad*, *mad*; *end*, *bend*, *send*. Watch for the words in the list as they appear in other subject contexts, and encourage pupils to notice and comment on them. Have all pupils write the final dictation.

*Most commonly misspelled words repeated*: clothes, from; *appearing for the first time*: just.

## ANSWERS TO EXERCISES

1. (a) front, from; (b) hundred, draw; (c) cry; (d) still; start, star, stamp, step, etc.; (e) clothes; long vowel *o*, silent letter *e*; (f) glad
2. (a) front, ring, kept, just, king, still, end, pink; (b) ringing, drawing, flying, crying, ending; (d) hundred

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3. (b) flies; (c) cries, dries, skies, fries
4. keep, cry, ring, end
5. (a) still; (b) front; (c) glad; (d) hundred; (e) just; (f) pink
6. short *u* sound, *o*; come, coming
7. hundred, still, just, draw

### EXTRA HELP

1. • Write the words in the list that have these short vowel sounds:  
ă, ě, ĭ, ǒ, ŭ. (glad; hundred, kept, end; ring, king, still, pink, skin;  
draw, possibly from; front, from, hundred, just)  
• Write the words with these long vowel sounds: ĭ̄, ō̄. (cry, fly, sky;  
clothes)
2. In which words do you see these smaller words?  
raw      ink      ill      cloth      red  
(draw, pink, still, clothes, hundred)
3. What Am I?  
• I am ten times ten. (hundred)  
• I mean *weep*. (cry)  
• Sometimes I am an insect and sometimes I tell what insects do.  
(fly)  
• I am round and I am worn on a finger. (ring)  
• I sometimes wear a crown. (king)  
• I cover you all over. (skin)
4. • What words mean the opposite of: *to, noisy, gave away, begin-  
ning*? (from, still, kept, end)  
• Which words end with the letter *t*? (front, kept, just)  
• Which words begin with the letter *k*? Explain why these words  
begin with *k* and not with *c* like *cry*. (kept, king; the following  
letter is an *e* or *i*, which might give *c* the soft sound of *s*)  
• Which words have only three letters? Which have four letters?  
(cry, fly, end, sky; from, ring, kept, just, king, draw, glad, pink,  
skin)
5. • Which words have *l* as the second letter of a consonant blend?  
Which words have *r* as the second letter of a consonant blend?  
(fly, clothes, glad; front, from, hundred, draw)

- Write the words that end with a consonant blend. (front, ring, kept, just, king, end, pink)

## 6. Finding Rhymes

Write these words from the list, and after each one write a word that rhymes with it: *kept, still, sky, end, glad, pink*. (e.g., slept, crept; fill, drill; dry, fry; send, lend; sad, pad; sink, rink)

## FOR GOOD SPELLERS

- Use *presents* in two sentences, first, as the name of something, and second, to tell what is happening. Mark the accent in *presents* as you write it. (As a noun, the accent is on the first syllable, as a verb, on the second.)
  - Write *sky*. Now replace the letter *y* with *i*. Use the new word in a sentence. (ski)
- Write the words that mean: ten times one hundred, one hundred times one hundred, one thousand times one thousand. (thousand, ten thousand, one million)
  - Write in words: 1/100; 1/1000. (one one-hundredth; one one-thousandth)
- Write *skin*. What is another word for *skin*? Clue: Another meaning for the same word is *to keep secret or out of sight*. (hide)
  - Use *skin* in a sentence as a “doing” word meaning *to take the skin off*.  
What is *skin diving*? Use a dictionary if you are not sure.
- Find and write seven or eight words beginning *fra, fre, fri, fro, fru*. (frame, frantic; fresh, freeze; fried, friend, fright; frost, froze, frontier; fruit, frumpy, etc.)
  - Write two more pairs of words like *keep, kept*. (creep, crept; sleep, slept; weep, wept)
- Write two words that mean almost the same as *still* in this sentence: The clouds hung low over the still water. (quiet, motionless, tranquil, etc. Accept any reasonable words.)
  - A *fly* is an insect. Name three more insects that you know. (mosquitoes, beetles, bees, grasshoppers, etc. Not spiders; they have eight legs; insects have six.)

## UNIT 35

### SUGGESTIONS FOR TEACHERS

Use the picture to motivate discussion that will produce at least some of the words in the list. Write these words on the chalkboard, chart, or transparency as they are used, and then add the rest of the words.

Many of the words can be grouped for teaching according to their structure. *Knife, knit, know*, and *knew* form a natural set with silent *k* at the beginning (see "For Teachers Only"). *Also* and *almost* belong together and should be related to *already* (do not mention *all right* unless your pupils refer to it; the form *alright* is a common misspelling). *Most* forms part of *almost*. *Catch* and *caught* are forms of the same verb. *Hike* and *knife* offer the opportunity to recall the effect of the final silent *e* on the internal vowel, whereas *fish* and *knit* are typical of words that have a single short vowel and end with a single consonant sound.

Dictate, and re-teach the words that caused difficulty, using the "Extra Help" exercises. Assign the exercises where you have discovered weaknesses and believe that pupils can use review profitably.

*Most commonly misspelled words repeated:* know; *appearing for the first time:* almost, done, knew.

### ANSWERS TO EXERCISES

1. The discussion suggested above should help pupils answer the questions. Help pupils recognize any spelling errors in their answers, not just the misspelling of words in the list.
2. (a) also, almost; (d) already, although, almighty; many other words begin with *al*, but few use *al* in the sense it has in *also* and *almost*

3. (a) knew, know, knife, knit; (b) wives, lives
4. (a) dish, wish; (b) round; sound, pound; (c) hunts, hunted, hunter
5. (a) does; (b) ever; (c) also; (d) catches; (e) mostly
6. caught, hunted, fish, knitted, hiked
7. All of the words except *almost* are hidden in the puzzle.

## EXTRA HELP

1. Write, from the list,
  - two words with the short vowel *i*. (fish, knit)
  - two words with the long vowel *i*. (hike, knife)
  - four words with the long vowel *o*. (most, almost, also, know)
2. • In which words do you see these smaller words: *new*, *most*, *cat*, *round*, *so*? (knew, almost, catch, ground, also)
  - Which words end in silent *e*? In which of these words does the silent *e* make the other vowel have a long sound? (knife, hike, done; knife, hike)
  - Of what word is *done* a form? Clue: Look back to Unit 13 to remind yourself of the forms of "doing" words. (do)
3. • Write the word *knit* after the numbers of all those things that could be knitted: (1) socks; (2) sweater; (3) window; (4) cap. (1, 2, 4)
  - Write *knife* after the numbers of all those things that a knife could be used for: (1) cut, (2) hunt, (3) sharpen a pencil, (4) peel an apple. (all four)
  - Write *I know* after the numbers of all those things you know: (1) where I live; (2) how old I am; (3) how many kilometres it is to Mars; (4) what day of the week it is. (1, 2, 4)
4. Which words in the list ...
  - have two syllables? (hunting, almost, also, ever)
  - end with the letter *t*? (most, caught, almost, knit)
  - have silent letters? Circle those letters. (*k* in know, knew, knife, knit; *e* in knife, hike, done; *gh* in caught; *t* in catch; perhaps *w* in know)
  - end with a consonant blend? (hunting, most, almost, ground)
  - end with consonant partners? (fish, catch)

5. Write sentences that show you know two different meanings for *ground*; for *catch*. (touch the ground, ground meat; a large catch of fish, to catch a ball)

## FOR GOOD SPELLERS

1. • Write *camp* and at least five words that belong to the *amp* family. (damp, clamp, lamp, stamp, tramp, etc.)
  - Show that you know two meanings of *camper*. (one who camps; a motor vehicle)
  - Make lists of words that end in: *imp, omp, ump*. (limp, blimp, simp, etc.; romp, pomp; lump, clump, trump, bump, etc.)
  - See how many words you can make by adding either *er* or *et* to some of the words in your lists, e.g., *trump-trumpet, romper-romper*. (limpet, simper, bumper, etc.)
2. Pretend that you are going on a camping or fishing trip. List the equipment and supplies you might want to take with you. (Accept a wide range of answers.)
3. • What words other than *caught* can you think of that have *aught* in them? (daughter, naughty, taught, laughter.)
  - Some words begin with *kn* like the words in the list; others with a silent *g* followed by *n*. Try listing as many of these *gn* words as you know, then check with a dictionary for some you may not have thought of. (gnaw, gnash, gnarl, gnat, gnome, etc.)
4. • The past of *catch* is *caught*. What are two other words that have *gh* in the past form? (teach-taught, buy-bought, bring-brought, fight-fought, seek-sought, think-thought)
  - See how many words you can write that contain the word *ever*. (every, everyone, everybody, never, forever, several, sever, severe, reverse, reverend, clever, lever, fever; be content with two or three)
  - Make two words from *know*. Add *ledge* to the end for the first word; put *ac* at the beginning of that word to make the second word. In what way are the two words related to *know*? Use a dictionary to help you answer the question.

5. Pretend that you took a hike through a wood, or across country where you had never been. Tell about some of your adventures. Proofread what you have written, and make corrections.

## FOR TEACHERS ONLY

Many silent letters in English words are fossils, the remains of sounds that were once spoken and heard in the ancestors of the words. The *k* and *g* at the beginning of words such as *knife* and *gnaw* are examples. *Knife* is from late Old English *cnif*, like Dutch *knijf* and German *kneif*. The *k* is no longer sounded in the English word but persists in the spelling. Similarly, *gnaw* is from Old English *gnagen*, in which the *g* was pronounced. Other *gn* words are derived from the Greek, and from Greek through Latin, e.g., *gnostic* and *agnostic* from Greek *gignosko*, know; *ignorant* from the Latin *ignoro*, I do not know. Thus *knowledge* and *ignorance* are truly cousins, distant but related. By the way, the word *gnu* has nothing to do with Greek, Latin, or Old English; it comes from Hottentot, all of which helps to make English a fascinating language.

## UNIT 36 (Review)

### SUGGESTIONS FOR TEACHERS

Since this unit is intended for diagnosis and then review, you will want to pre-test to find out which of your pupils need to spend time on which words in the list. All pupils, therefore, should be required to write the first test; some may then be excused from the regular exercises if they have proved they are word-perfect. You may decide

to have good spellers write the whole sentence instead of only the word from the list.

Here are two tests for your convenience, for pre-testing, and for re-testing after a thorough review. All pupils should write both tests, each of which can be divided into two or more parts if you think it too long for a single sitting.

### **PRE-TEST**

1. My *aunt often* comes to visit us.
2. I have *done* all my work.
3. How many *different* questions are there?
4. *Easter* comes during the spring of the year.
5. My *clothes* are all worn out.
6. It is *just* nine o'clock.
7. The girl came *first* in the race.
8. My *father knew* what I wanted.
9. *April* first is April Fool's Day.
10. The catcher *caught* the ball.
11. Who is the *woman* standing near the door?
12. *October* is the tenth month of the year.
13. I have *enough* paper for this test.
14. My *uncle brought* my mother a present.
15. We are having warm *weather* this month.
16. What *colour* is your new coat?
17. *Several* boys came *early* today.
18. I *almost* fell on my way to school.
19. *Guess* who my *friend* is!

### **POST-TEST**

1. I can't *guess* the answer.
2. What *colour* are the leaves in *October*?
3. We *knew* when *Easter* was coming.
4. My handwriting is *different* from yours.
5. Whose *father* promised to drive us to the concert?
6. The *woman* in the green dress is my *aunt*.

7. What's the *weather* like today?
8. Our *friend* *almost* missed the bus.
9. Who *brought* the cookies for our party?
10. I *caught* a cold last week.
11. Our room is the *first* door to the left.
12. I have *done* everything you asked me to do.
13. The plane arrives at twelve *o'clock*.
14. How *often* did you change your *clothes* today?
15. We arrived *just* in time to meet you.
16. There is *enough* ice cream for everyone.
17. Please come to the airport *early*.
18. My *uncle* has *several* dogs.
19. *April* is the fourth month of the year.

There are several ways of grouping the words for re-teaching. You may present them according to general meaning, e.g., words that refer to people: *aunt, uncle, father, woman, friend*; words that refer to time of the year: *Easter, April, October*; words that are the names of other things: *guess* (noun), *colour, clothes, weather*; "doing" words (verbs): *done, knew, brought, colour, guess*.

Pupils should be able to point out possible trouble spots, and should be asked to look for them among their own misspellings: *ough* in *caught* and *ough* in *brought*, *ie* in *friend*, *au* in *aunt*, *the* in *clothes*, *fer* in *different*; every group of spellers will have its own list. Transposal of letters is a common error in words such as *first* (misspelled *frist*). Watch for *gu* written as *qu*. Use the exercises as a basis for re-teaching, selecting those that are important to your groups of pupils.

*Most commonly misspelled words repeated:* almost, April, aunt, brought, clothes, colour, different, done, early, Easter, enough, father, first, friend, guess, just, knew, o'clock, October, often, uncle, weather, woman.

## ANSWERS TO EXERCISES

1. (a) April, October; Apr., Oct.; (b) April; (c) Easter
2. (a) aunt, uncle, father, woman, friend; (b) uncle; (c) aunt; (d) father; (e) woman

3. (b) enough; (c) uncle, done; done
4. (a) often; (b) early; (c) first; (d) almost; (e) different
5. (a) guess; (b) clothes; (c) woman; (d) several; (e) almost
6. (a) *first*, father, friend; (b) *often*, different
7. (a) woman, weather, knew; (b) just, first, almost; (c) short *e* sound
8. (a) 1, 2, 4

**Extra Help**

1. (a) aunt, caught; (b) several, different, father, weather, Easter, October; (c) clothes, o'clock, uncle; (d) just, first, almost, Easter; (e) enough, brought, colour
2. (a) April, aunt, almost, brought, caught, clothes; (b) weather, woman
3. (b) April, October; Apr., Oct.; (c) aunt, woman; uncle, father; friend
4. (a) clothes; (b) early, or — o'clock; (c) early; (d) different; (e) more often
5. (a) done; (b) several; (c) knew; (d) *first*; (e) often; (f) friend; (g) guess; (h) almost
6. (a) that woman's clothes; (b) my friend's uncle; (c) Canada's weather; (d) my aunt's guess

**For Good Spellers**

1. (a), (b) Accept any words that complete the puzzles.
2. (a) Accept any reasonable compound words such as *blackboard*, *housecoat*, etc.; accept also *father-in-law*, etc.; (b) dad, daddy, pop, etc.; mamma, ma, mom, etc.; grampa, grandad, etc.; grandma, granny, etc.; often individual families have their own names for parents and grandparents
3. (a) rainy, hot, cold, wet, damp, humid, snowy, snow flurries, windy, blustery, sleet or sleety, stormy, blizzard, etc.; (b) March, February, January
4. (a) rose, pink, primrose, heliotrope, violet, lilac; any other name children can justify; (b) Allow some leeway here! (d) grandmother's mother
5. (a) valleys, donkeys, keys, ways, boys, plays; (b) men, women, children, babies, geese
6. Let good spellers read one another's stories either silently or aloud in small groups of four or five. Have them criticize composition and spelling, remembering always that for every criticism

they make of a story, they must try to find something good to say about it.

## FOR TEACHERS ONLY

The months of the calendar are roughly equated to the phases of the moon. Some calendars (e.g., the Moslem) are based on this calculation and feast days change the seasons.

*January* is from *Janus*, the Roman god of "beginnings", both temporal and spatial. As spatial god he presided over gates and doors; as temporal god, over first hour of day, first day of month, and first month of year. He was represented with two bearded heads set back to back.

*February* is from the Latin *Februarius* (*februa*, purification) because of the rites of expiation in February.

*March* is from *Mars*, the Roman god of war. The father of Romulus, he occupied, next to Jupiter, the highest place in Roman religion. Festivals to him were held in March.

*April* is from Old French *avrill*, the Latin *aprilis*.

*May* is from *Maia*, one of the Greek Pleiades, a daughter of Atlas. She was an attendant of Artemis, the virgin huntress, and later became a star. In Roman religion she was the goddess of spring.

*June* is from the Latin *Junius*, the name of a Roman gens (clan) of which the Bruti were the most distinguished. (Brutus is remembered in history and literature as the friend and enemy of Julius Caesar.)

*July* is named for *Julius Caesar*.

*August* is named for *Augustus*, first Roman emperor, grand-nephew of Julius Caesar.

*September* is from the Latin *septem* (seven), the seventh month of the Roman year, which originally began in March.

*October* is from the Latin *octo* (eight), the eighth month of the Roman year, reckoning from March.

*November* is from the Latin *novem* (nine), the ninth month of the old Roman calendar, reckoning from March.

*December* is from the Latin *decem* (ten), the tenth Roman month, reckoning from March.

## UNIT 37

### SUGGESTIONS FOR TEACHERS

Although the unit is centred on a theme, there are groups of words within the list that are related in structure and have common phonetic elements. *Till*, *kill*, and *killed*, for example, should be presented together. Note the double consonant, the short *i*, and *k* spelling the sound /k/ when the sound comes before *i* or *e*. Draw attention to the fact that though *till* and *until* may have the same meaning, the latter ends with one *l*, the former with two. The exercises help pupils distinguish between *off* and *of*; have them listen carefully for the difference in pronunciation, which is a better clue to the spelling than is the difference in meaning. *Tools* and *pool* provide an opportunity to refer back to Unit 17, where the double *o* sounds are dealt with. *Ago* and *again* are a natural pair; accept either short *e* or long *a* for the second vowel sound in *again*; both pronunciations are correct. *Than* must be taught in the context of its use; the pronunciation that gives the vowel its full short *a* value is rarely heard except in artificial situations. So teach *than* in the setting: bigger *than*, smaller *than*, harder *than*. Review the writing of *y*. *Any* is commonly misspelled *enny* and, like *until*, requires special attention.

Because so many of the words in this unit are common, short, but difficult words, make the presentation to all pupils and decide, after the exercises have been done and the dictation checked, which pupils should be excused from further teaching.

In the re-teaching, concentrate on the words that have been misspelled. Use the "Extra Help" material and try as many different approaches as you can devise for the words that are persistent spelling problems.

Correct spelling on a first dictation after teaching does not guarantee complete retention. Have all pupils, therefore, take the second dictation even if they were excused from the re-teaching. One way of recognizing the writing that children have done for Ex. 7 is to use sentences from their stories as examples of the use of words during the dictation.

*Most commonly misspelled words appearing for the first time: again, any, off, until.*

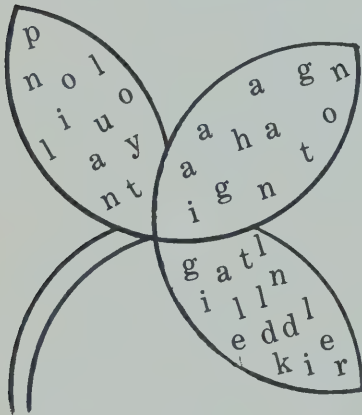
## ANSWERS TO EXERCISES

1. (b) kill them; (c) in the pool; (d) under trees or hedge, near the pool; accept reasonable answers
2. Accept reasonable questions. Be sure to check them for spelling; correct but do not teach misspelled words other than those in the list.
3. (a) ago, any, again; (b) tools, kill, pool, killed, till, off; (c) *ă*
4. (a) until, under; (b) till, until; (c) ago, any, off, yet; (d) kill; (e) yes
5. Accept reasonable answers; check spelling.
6. (a) off: 2, 3; on: 1, 4; (b) /f/, /v/; (c) off, of
7. Stories should be shared and appreciated. They should also be read for sentence structure and spelling. In the correction of errors be sure that positive comments are made about the stories.

## EXTRA HELP

1. Write
  - *tool* and the word in the list that rhymes with it. (pool)
  - *can* and the word that rhymes with *can*. (than)
  - *until* and the other word in the list that begins like *until*. (under)
  - *many* and the word from the list that you see in *many*. (any)
2. Which word in the list ...
  - do you often find near the beginning of a fairy tale? (ago)
  - do you sometimes see with the word *swimming*? (pool)
  - means a place where flowers and vegetables grow? (garden)
  - means *one more time*. (again)
3. Write
  - the word that begins with *y* and the word that ends with *y*. (yet, any)
  - the words that have double consonants. (kill, killed, till, off)

- the words that have two syllables. (ago, any, garden, until, under, again)
  - The words that begin with a vowel. (ago, any, off, until, under, again; accept, yet — *y* is a semi-vowel in this situation)
4. Use *than* in your answers to these questions, like this: Mike is bigger than John.
- Which is longer, your red crayon or your pencil?
  - Who is taller, the girl or boy next to you, or you?
  - Who is older, you or your mother?
- (Note to teacher: Do not insist on the final verb, though you should mention it: Mike is bigger than John [is].)
5. Three words from the list are jumbled on each petal of this flower. Use each letter only once to find out what the words are. (pool, until, any; again, ago, than; garden, till, killed)



## FOR GOOD SPELLERS

1. Make lists of words that you think of when you think of gardening. Use these headings: Garden Tools, Things to Plant, What to Do. (rake, hoe, shovel, trowel, spade, shears, clippers, hose, etc; flowers, geraniums, petunias, vegetables, tomatoes, carrots, peas, beans, etc.; dig, plant, weed, pick, water, etc.)
2. • What animals and insects might you find in a natural pool? (frogs, tadpoles, larvae of all kinds, mosquitoes, etc.)  
 • If you have seen any kind of pool, tell about it in a few sentences. (a swimming pool, a pond, a fish pool in a park or garden) If you

- haven't seen one, write a few sentences about why you would or would not like to have a pool in your yard or near your home.
3. • Write three different endings for this sentence: *I held my breath until ...*
    - Finish this sentence in two different ways: *In that strange garden there grew ...*
    - *Suddenly the three-legged creature jumped off ...* What are three things it might have jumped off?
  4. • List as many words as you can that end in *ool*. (school, spool, stool, fool, cool, pool, tool, drool, wool)
    - Write a word that rhymes with *pool* but has a different spelling for the rhyming part. (rule, but not mule or jewel)
    - What word or words rhyme with *off* but have a different spelling for the rhyming parts? (cough, trough) Try to think of a word that rhymes with *off* and has the same spelling for the rhyming part. (doff, scoff, toff)
  5. • Show that you know at least two meanings for the word *till*. Clue: One has something to do with gardening. (cultivate, cash register, until)
    - Show that you know at least two meanings of the word *pool*. (pool your money, play pool, a swimming pool)

## UNIT 38

### SUGGESTIONS FOR TEACHERS

The unit is centred on verbs and some of the auxiliaries that are used to form verb tenses. Because not all the auxiliaries appear in the word list at this level, the selection for the unit may appear arbitrary, but it

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includes words commonly used by children at Level 3.

*Should* and *would* are often misspelled; the former has already been introduced in the text. *Might* indicates an option: *I might go*; *must* implies compulsion. All these auxiliaries, or modals, are followed directly by the infinitive form, without *to*, unless an auxiliary such as *have* or *has* intervenes: *He must go*, but *He must have gone*; *I should go*, *I should have gone*. This information is for your guidance only; pupils should understand simply that "doing" words sometimes have two or more parts, and they should know how those parts are spelled.

The unit also reviews the use of the apostrophe in contractions.

When the exercises have been done, dictate the words in context. If you use short sentences you may ask pupils to write the complete sentences. Remind them to use a capital letter at the beginning and to close with a period or question mark. Check all words in the sentences for spelling, but be careful to use only words that most children can spell correctly.

In re-teaching, concentrate on the errors pupils have made. Use coloured chalk, felt pen, etc., on chalkboard, chart, or transparency. Let pupils use the chalkboard and also practise writing or printing the words in large letters on sheets of newspaper; have them trace the letters with forefingers as they say and spell the words to themselves. Re-teach until almost all pupils know how to spell all words. Note the pupils who still have difficulty and the words they need to have repeated; refer to these words during reading and other classes.

*Most commonly misspelled words repeated: can't; appearing for the first time: send, would*

## ANSWERS TO EXERCISES

1. (a) kicks, kicked; picks, picked; moved, moving; smile, smiling; sends, sending; (b) shouldn't, wouldn't; (c) cannot
2. Accept answers children can justify.

3. (a) smile, move; (b) send, sent; (c) kick, pick; (d) would, should
4. (a) move; (b) might; (c) smile; (d) pick-kick, would-should; (e) lot, got
7. (a) could, would; (b) o'clock, kick, pick, sick
8. (a) kick, send, sent, shot, pick, can't, move, must; (b) would, smile, might

## EXTRA HELP

1.
  - Write all the words in the list that begin with the letter *s*. Now write those that begin with *sh*. (send, smile, sent, shot, should; shot, should)
  - Which two words are the same except for the last letter? (send, sent)
  - Which words end with the letter *d*? with the letter *t*? (send, would, should; sent, shot, can't, might, must)
  - Which word is a shortened form? (can't)
2. Rhymes
  - Which words in the list rhyme with *file*, *bent*, *right*, *stick*? (smile, sent, might, kick-pick)
  - What is a rhyming word for *just*? (must)
  - Make words by changing the *j* of *just* to *b*, *cr*, *m*, *r*, *tr*. (bust, crust, must, rust, trust)
3. Which words in the list
  - have a short *i* in the middle? (kick, pick)
  - have the letter *o* spelling the sound of *oo* as in *pool*? (move)
  - have the sound of long *i*? (smile, might)
4.
  - Arrange these words in alphabetical order: *kick*, *can't*, *should*, *must*, *would*. (can't, kick, must, should, would)
  - Arrange these words in alphabetical order: *smile*, *sent*, *should*. Clue: Look at the *second* letter of each word. (sent, should, smile)
  - In alphabetical order, which word would come first, *sent* or *send*? *should* or *shouldn't*? (send, should)
5. Making Words
  - Add *pocket* to *pick* for a new word. (pickpocket)

- Add *er* to *send* to make a new word. (sender)
- Add *ment* to *move* to make a new word. (movement)

## FOR GOOD SPELLERS

- Say *move*, *love*, and *rove*. What two things do you notice about these three words? (All end in *ove*; three different pronunciations for *ove*.) Make up “family” lists for all three. (move, prove; love, glove, shove, dove; rove, drove, stove, etc.)
  - Make words by adding at the beginning or end of *move*: *im*, *re*, *able*, *ment*. Use the dictionary to find out what these words mean. (immovable, remove, movable, removable, movement)
- *Smile* can mean *laugh silently*. What are some other ways of laughing? (giggle, chuckle, chortle, titter, snicker, snigger, guffaw; do not expect more than two or three of these)
  - *Pick* is most often used as a “doing” word: *We pick flowers*. There is another meaning of *pick* — for example, you can speak of *a pick* or *the pick*. Explain what *a pick* is. (such as a pickaxe for breaking up earth or rock, an ice pick for breaking up ice, a small metal, horn, or plastic pick for plucking the strings of a musical instrument)
  - Think of and write some words that begin with *pick*. A dictionary may help you. (pickings, picky, pickerel, pickpocket, pickle, pick-up, as in pick-up truck, etc.; expect only two or three)
- Name at least one game in which a ball is *kicked*. (football, soccer, rugger, etc.)
  - What is an animal that fights back by kicking? (horse, cow, kangaroo, etc.)
  - Write three things that you *must* do every day, such as brushing your teeth. (Accept answers that are appropriate for your pupils.)
- Three words in the list have homonyms (see page 100 if you have forgotten what a homonym is). What are two of the words and their homonyms? (would, sent, might; wood, cent, mite)
- Some Word Puzzles
  - Use four of my five letters to spell a small island. (smile - isle,)

- Change the order of my letters and get a word that is the plural of where a bear sleeps. (send - dens)
6. Pick any word in the list and write a story about it—for example, about a *smile*, or a *kick*, or about what you *might* have done but didn't. Share your story with others in your class. Make sure first that you have read it over carefully and have written it as well as you can.

## UNIT 39

### SUGGESTIONS FOR TEACHERS

This unit might be related to a health or reading lesson. The words in the list should be introduced in a reasonable context, which the exercises largely provide. You may also find it useful to help pupils see spelling patterns within groups of words. *Hair* and *pair* are members of the *air* family, which was dealt with in an earlier unit. When *two*, *twenty*, and *twelve* were discussed, *teen* was identified as a form of *ten*; *fourteen*, *sixteen*, and *seventeen* are therefore easily recognizable as *four* and *ten*, *six* and *ten*, and *seven* and *ten* respectively. Note the *ou* in *four*, another spelling of the *or* sound already familiar in *floor*, *for*, *roar*. *Mine*, *tired*, and *nose* show the effect of silent *e* on an internal vowel; remove *d* from *tired* to make the point clear. *Leg* and *head* illustrate two spellings of the short *e* sound. *Leg* and *lip* are typical of the one-syllable word with a short vowel sound in the middle. *Own* and *only* illustrate two spellings of the long *o* sound, which has been discussed earlier. *Riddle* can be related to previous learnings in a number of ways, e.g., it has a double consonant; it is a two-syllable word in which the syllable break comes

between the two consonants; it ends in *le* like *uncle*.

When dictating, use the words in short sentences that show meanings clearly. Many of the words are familiar and should not cause much difficulty; spend only as long on the re-teaching as your pupils require. If you stressed context and meaning in the original teaching, place more emphasis on phonics and structure during the re-teaching.

Check to be sure that spelling errors are not handwriting errors; the connection of *wn* in *own* is sometimes blurred and many pupils have difficulty writing *x*. Common misspellings of *tired* are *tiered* and *tierd*.

(Note: None of the most commonly misspelled words is included in this unit.)

## ANSWERS TO EXERCISES

1. (a) lip, leg; (b) nose, head, forehead
2. (c) sixteen, fourteen; (d) four/teen, six/teen, sev/en/teen
4. (a), (b) Accept pupils' choices.
5. (a) nose, *own*, *only*; (b) *mine*, *tired*; (c) fourteen, sixteen, seventeen; tooth - v, riddle - c; (d) hair, head; air, pair, stair, lair, fair, etc.; bread, read, spread, dead, etc.
6. (a) *tire*; to become tired, to make tired; the circular covering on the rim of a wheel; accept anything that indicates understanding; (b) log; (c) lid
7. (a), (b) Accept sentences that show understanding of the meanings; check spelling.

## EXTRA HELP

1. • Write *air*. Beside *air* write the two words in the list that belong to the *air* family. Underline the family name. (*hair*, *pair*)  
• Which two words begin with the letter *l*? Mark the vowels in these words long or short. (*lĭp*, *lĕg*)

- Write *lip*. Make other words by changing *l* to *s* and then to *t*. (sip, tip)
  - Write *leg*. Make other words by changing *l* to *p* and then to *k*. (peg, keg)
2. Which three words in the list are the names of numbers? Write the smaller numbers that you see inside the bigger numbers. (fourteen, sixteen, seventeen; four, six, seven)
  3. Answer these questions in words.
    - How much is eight times two? How much is seven plus nine? How much is four plus four plus four plus four? (sixteen for all)
    - How much is eight plus nine? How much is two times eight plus one? (seventeen)
    - How much is seven plus seven? How much is twenty-eight divided by two? How much is six plus eight? (fourteen)
  4. Answer these questions, using a word from the list.
    - Where does gold come from? (a mine)
    - Is that pencil you are holding mine or yours? (mine or yours)
    - Who owns the pencil you are holding? (any phrase using *own*)
    - What part of your body has a sense of smell? (nose)
    - What words in the list are names of parts of your mouth? (tooth, lip)
  5.
    - What word is made by adding two letters to *you*? (yours)
    - What word has a short *e* sound spelled *ea*? (head)
    - What word ends like *uncle*? (riddle)
    - What word has a double consonant? (riddle)
  6. Write the word that means
    - weary   • two of something   • belonging to you   • belonging to me   • the top   • nothing but (tired, pair, yours, mine, head, only)
  7.
    - Make a list of all the three-letter words in the list. (lip, leg, own)
    - Make a list of all the four-letter words. (hair, pair, mine, head, nose, only)
  8. For Fun
    - Take away my last letter and I am what a wind instrument does. (toot)
    - Cut me in half and I mean *to get rid of*. (rid/dle)
    - I am what grown-ups don't want children to give them any of! (lip)

## FOR GOOD SPELLERS

1. • Write *arm*, and then name at least three parts of the human arm. (elbow, wrist, hand, fingers, forearm, etc.)
  - Name three parts of the leg. (knee, shin, ankle, foot, toes)
  - Name three other parts of the human body. (head, shoulder, ribs, skeleton, lungs, heart, etc.)
2. • Add *th* to *fourteen* and *sixteen*. Use one of the words you have made to show that you know what it means. (fourteenth, sixteenth)
  - What is the hair on a lion's head and neck called? (mane) What is the hair of a fox called? (fur, coat) What is a sheep's hair called? (wool)
  - What are some other words that mean almost the same as *pair*, that is, they mean *two of something*? (couple, twins or twin, twain, brace)
3. • Look at these: *an armed man*, *an unarmed man*, *a man in armour*, *a man who bears arms*. Try to find out what each one means, and either explain the meaning or use the words to show that you know the meaning. (a man with a weapon; a man without a weapon; a man wearing protective garments usually made of metal; a soldier, usually, or a fighting man)
  - Make as many words as you can by adding letters to the beginning, or end, or both, of *arm*; e.g., *armchair*, *harm*. (charm, army, harmful, armed, unarmed, tarmac, forearmed, etc.)
4. • Scramble the letters of *own* to make two other words. (won, now)
  - Change the order of two letters of *tired* to make a word that means *attempted* or *made an effort*. (tried)
5. • Use *head* to show that it has several different meanings — for example, *Go to the head of the line*. (to head a company or school, the head of a nail, to have something go to one's head, heads or tails of a coin, a head of lettuce, etc.)
  - Make compound words that have *head* as one part. Some of these words might have a hyphen. A dictionary will help you. (headland, forehead, headache, head-on, headlong, etc.)
6. Write two riddles you know, or make up two of your own. Try them out on a group of girls and boys in your class. (Arrange to have groups of pupils guess one another's riddles; you may want to share some of them with the whole class.)

## UNIT 40 (Review)

### SUGGESTIONS FOR TEACHERS

This unit is a review of the whole book. The various exercises provide practice not only for these twenty-five words, but also for many of the skills developed throughout the year. All but four of the words in the list are among those most commonly misspelled. Since most of the words have proved difficult to pupils, it would be best to pre-test by dictating all the words in the review, as well as words that were especially difficult in preceding units. The following sentences are suggested for this pre-test. Remember to read the word first, then the whole sentence, then, once again, the word to be written.

#### PRE-TEST

1. The children *know* their spelling.
2. They studied the words *often*.
3. I *hope* you can spell all the words.
4. The sunset is *beautiful* tonight.
5. These *two* letters are yours.
6. My mother *also* wrote to me.
7. She knew I *would* answer her.
8. My birthday is in *February*.
9. I *won* a bicycle as a prize.
10. Are you *ready* to go now?
11. I *don't* know who the man is.
12. Don't *move* your chair.
13. Take *off* your wet shoes.
14. How many *right* answers have you?
15. What will you *wear* to the party?
16. She wanted her sweater *too*.
17. The children sang the song *again*.
18. The piano *isn't* tuned properly.
19. The man will play *now*.
20. He *does* not like to wait.

21. Give us *half* of the candy.
22. The girl is *always* kind to animals.
23. Let's take a walk in the *country*.
24. The milkman comes *just* once a week.
25. He will be here on *Wednesday*.

Excuse from further review lessons all pupils who had all the words correct on the pre-test. Teach the words that were misspelled to the pupils who need re-teaching. Do not attempt to complete the re-teaching in one lesson. Re-test as often as necessary and eliminate words from the re-teaching as they are mastered.

You will find, both in the regular exercises and in the "Extra Help" material, groupings of words based on phonic principles that have been taught previously, as well as other groupings based on structure (endings, contractions, syllabication, for example). Select the groupings that meet the needs of your pupils, and the exercises that will benefit them. It is important that emphasis also be placed on the words that pupils have listed in their individual records of misspelled words.

*Most commonly misspelled words repeated:* again, always, country, does, don't, February, half, hope, isn't, just, know, now, off, often, ready, right, too, two, wear, Wednesday, would.

## ANSWERS TO EXERCISES

2. (a) also, always; (b) two, too; (c) don't, isn't; (d) ready, February, Wednesday, country; (e) Wednesday, Wed.; February, Feb.
3. (a) won; (b) right; (c) again; (d) beautiful; (e) off; (f) country; (g) often; (h) always
4. (b) now: cow, bough; know: snow, low, though; (c) no
5. four, two, one, two, three
6. (a) move, hope; moving, hoping; final *e* was dropped; (b) hope, half
7. (a) won; (b) won, one; (c) must, rust; (d) should, could; (e) wood
8. (a) ready, accept *wear*; head, weather; (b) right; (c) half, move; (d) don't; (e) often; (f) beautiful; (g) too

**Extra Help**

1. Accept pupils' answers.
2. (a) 1, 2, 3; (b) pair, couple, twins
3. (a) beautiful; (b) Wednesday; (c) February; (d) too; (e) won; (f) hope
4. (a) know; (b) move; (c) often; (d) off; (e) just; (f) don't
5. (a) would, won, wear, Wednesday; (b) know, now; (c) don't, right, isn't, just; (d) ready, right, February, wear, country; (e) also, often; (f) again, ready
6. Accept reasonable answers; make sure all words are spelled correctly.
7. off, now, right, mine; also accept other reasonable pairs
8. (a) isn't; (b) hope; (c) does; (d) don't; (e) wears; (f) move
9. just, ready, now, would

**For Good Spellers**

1. (a) second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh; note particularly the spelling of eighth and ninth; (b) twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety; note particularly thirty, forty, ninety
2. (a) noun: gifts, verb: places before, gives; (b) Be sure pupils can defend their choices of words; the words may have the same spelling and pronunciation, e.g., iron, cross.
3. (a) Jim was born in February. (b) Qmfbtf uvso pgg uif fmfdusjd mjhiut.
4. (a) arms, legs, eyes, ears, lips, hands, feet; don't expect nostrils, lungs, kidneys, etc.; (b) arms of a chair, the arm of the law; last leg of a race; the heart of the city, the heart of a matter; the mind's eye, the eye of a storm; the mouth of a river; the brow of a hill; the shoulder of a road, to shoulder a burden; a ladyfinger, to finger a piece of cloth; an arterial highway, a traffic artery; etc.; accept what children can justify; (b) e.g., leaves of a tree, leaves the scene of an accident
5. The work that children put into their stories must be recognized. Read the stories yourself and have pupils read them to one another in groups. Check for composition and spelling, but only after offering generous praise for what is good in the stories.

## 331 MOST COMMONLY MISSPELLED WORDS

This list is based upon a number of studies, including Gates' *Spelling Difficulties in 3876 Words*, the Fitzgerald list (Fitzgerald and Brittain, in *Elementary English Review*, Feb. 1942), and Kyte's "Errors in Commonly Misspelled Words in the Intermediate Grades", *Phi Delta Kappan*, May 1958.

Special attention is given to the teaching and re-teaching of these words, as follows:

1. Each of the 331 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times, and approximately 50 "demons" are listed four times or more.
2. *In the pupils' texts*, a cumulative list of all such words introduced to date appears at the back of each book.
3. *In the teacher's handbooks*, any of these 331 words that appear in a unit are listed with the teaching suggestions for that unit, as either a repeated or a new word.

The book in which a word is first introduced is indicated in the list.

about	2	almost	3	are	2
accommodate	8	along	3	argument	7
ache	8	already	4	asked	3
acquainted	6	altogether	7	athletics	8
across	3	always	3	aunt	3
address	4	am	2		
advice	7	among	4	balloon	3
afternoon	3	amount	5	basketball	6
again	3	answer	4	beauty	6
aisle	7	any	3	because	2
all right	4	April	3	been	2

## MOST COMMONLY MISSPELLED WORDS 161

before	3	dear	2	foreign	8
begin	4	decided	5	formerly	7
beginning	4	definite	8	forty	4
believe	4	describe	7	fourth	4
benefit	8	description	7	Friday	3
bought	3	develop	7	friend	3
boy	2	diamond	7	from	2
break	4	didn't	3	fun	2
brother	2	different	3		
brought	3	dining	4	generally	7
built	5	disappear	5	getting	2
business	4	disappointed	5	goes	2
busy	4	disguised	8	good	2
buy	3	divide	5	good-bye	4
		doctor	5	government	7
cannot	3	does	3	grade	2
can't	3	done	3	grammar	8
captain	4	don't	3	guess	3
certainly	6	down	2	guest	4
children	2	dropped	4		
choose	6			had	2
chosen	6	early	3	half	3
Christmas	2	Easter	3	handkerchiefs	4
close	3	easy	4	happiness	4
clothes	3	eighth	5	has	2
colour	3	enough	3	have	2
come	2	equipped	6	hear	3
committee	8	every	2	heard	3
complete	6	everybody	4	height	7
conquered	7	excellent	6	hello	4
control	6	excuse	4	her	2
cough	5			here	2
could	2	father	2	him	2
country	3	February	3	his	2
course	5	finally	5	hope	3
cousin	4	fine	2	hospital	5
		first	2	hour	4
day	2	for	2	house	2

## 162 MOST COMMONLY MISPELLED WORDS

how	2	many	2	paid	4
I'm	2	maybe	4	passed	4
immediately	6	meant	4	patience	7
in	2	medicine	7	people	2
independent	7	minute	4	perhaps	5
instead	4	Miss	5	persuaded	8
interesting	5	morning	2	piece	5
intramural	8	mother	2	play	2
isn't	3	Mr.	5	pleasant	5
it	2	Mrs.	5	please	2
it's	4	much	2	practice	6
its	4	my	2	preferred	8
				pretty	2
judgment	8	name	2	prevent	6
just	3	naturally	7	principal	4
		necessary	6	probably	5
knew	3	neighbour	6	proceeded	7
know	2	never	3	prominent	8
knowledge	6	ninety	5		
		ninth	5	quantity	8
		none	5	question	5
laboratory	8	now	2	quiet	5
laid	4			quit	5
lead	4			quite	4
league	6	occurred	7		
led	5	o'clock	3	raise	4
lessons	5	October	3	ready	3
letter	3	off	3	real	4
library	4	official	7	receive	5
lightning	7	often	3	religious	8
like	2	on	2	remember	4
little	2	once	2	right	3
loose	4	one	2		
lose	6	opinion	8	said	2
losing	6	opportunities	7	sandwiches	6
lots	3	our	2	Saturday	3
		out	2	saw	2
make	2	outside	3	says	3

## MOST COMMONLY MISSPELLED WORDS 163

school	2	tear	5	until	3
scissors	6	the	2	us	2
seemed	4	their	2	usually	5
send	3	them	2		
separate	5	then	2	very	2
several	5	there	2		
severe	7	they	2	was	2
shoes	4	think	2	wear	3
shoulder	6	though	6	weather	3
siege	7	thought	5	Wednesday	3
similar	8	threw	4	week	3
since	5	through	5	well	2
sincerely	4	time	2	were	2
soldier	4	to	2	when	2
some	2	tobacco	8	where	3
soon	3	today	2	whether	5
speech	5	together	3	which	3
stationery	7	tomorrow	3	while	3
store	2	too	2	white	2
straight	4	toward	4	whole	4
stretch	8	toys	3	whose	6
studying	6	train	2	wieners	6
successful	7	tries	4	with	2
sugar	4	trouble	4	woman	3
summer	3	truly	7	won't	4
Sunday	3	Tuesday	3	would	3
suppose	5	twelfth	5	write	3
sure	4	two	2	written	4
surprise	5			wrote	3
		uncle	3		
teacher	2	unconscious	8	your	2

## A BASIC SPELLING LITERACY VOCABULARY OF 442 WORDS

This list is based, in part, on George C. Kyte and Virginia A. Neel, "A Core Vocabulary of Spelling Words", *Elementary School Journal*, LIV:1 (Sept. 1953), 29-34.

The book in which a word is first introduced is indicated in the list.

able	4	around	3	big	2
about	2	as	2	bill	5
above	4	asked	3	black	2
account	7	at	2	blue	2
address	4	attention	6	book	2
after	2	aunt	3	both	4
afternoon	3	away	2	box	3
again	3			boy	2
against	5	baby	2	bring	2
ago	3	back	2	brother	2
all	2	bad	3	brought	3
almost	3	balance	7	business	4
along	3	ball	2	but	2
also	3	be	2	buy	3
always	3	beautiful	3	by	2
am	2	because	2		
amount	5	bed	2	call	3
an	2	been	2	came	2
and	2	before	3	can	2
another	3	being	4	candy	3
answer	4	believe	4	cannot	3
any	3	best	2	can't	3
appreciate	7	better	3	car	2
are	2	between	6	care	3

**BASIC SPELLING LITERACY VOCABULARY 165**

case	5	drive	4	full	3
cat	2			fun	2
certainly	6	each	3	further	6
check	5	early	3	future	7
children	2	eat	2		
Christmas	2	enclosing	7	game	3
city	3	end	3	gave	2
class	3	enough	3	get	2
close	3	even	4	getting	2
cold	3	evening	4	girl	2
come	2	ever	3	give	2
coming	3	every	2	given	4
company	4	everybody	4	glad	3
could	2	expect	5	go	2
country	3	eye	4	goes	2
course	5			going	2
covered	4	facts	7	gone	2
credit	8	family	3	good	2
cut	3	far	3	got	2
		farm	3	grade	2
daddy	2	father	2	great	3
date	4	favour	6	ground	3
day	2	feel	4	guess	3
dear	2	few	3		
department	6	find	2	had	2
desire	7	fine	2	hair	3
did	2	fire	3	half	3
didn't	3	first	2	hand	3
different	3	fish	3	happy	2
dinner	3	five	2	hard	3
do	2	food	3	has	2
does	3	for	2	have	2
doll	2	forward	6	having	2
done	3	found	2	he	2
don't	3	four	2	head	3
door	3	Friday	3	hear	3
down	2	friend	3	heard	3
dress	2	from	2	heir	8

## 166 BASIC SPELLING LITERACY VOCABULARY

help	3	life	4	name	2
her	2	light	3	near	3
here	2	like	2	necessary	6
high	3	lines	3	need	3
his	2	little	2	never	3
home	2	live	2	new	2
hope	3	long	2	next	3
house	2	look	2	nice	2
how	2	lots	3	night	2
however	7	love	2	no	2
				not	2
I	2			note	3
if	2	made	2	nothing	5
in	2	mail	3	now	2
information	7	make	2	number	4
interesting	5	man	2		
into	2	many	2	o'clock	3
is	2	material	7	of	2
it	2	matter	4	off	3
its	4	may	2	office	5
		me	2	oh	2
job	4	men	2	old	2
just	3	might	3	on	2
		milk	2	once	2
keep	3	Miss	5	one	2
kind	3	Monday	3	only	3
kindly	6	money	3	open	3
knew	3	month	5	or	3
know	2	more	3	order	5
		morning	2	other	2
land	3	most	3	our	2
large	3	mother	2	out	2
last	2	Mr.	5	over	2
later	3	Mrs.	5	own	3
leave	5	much	2		
left	3	must	3	paper	3
let	2	my	2	party	3
letter	3	myself	4	past	4

**BASIC SPELLING LITERACY VOCABULARY 167**

pay	4	school	2	taken	4
people	2	second	2	talk	3
picture	3	see	2	teacher	2
place	3	seemed	4	tell	2
play	2	send	3	ten	2
please	2	sent	3	than	3
pleasure	5	service	6	thank	3
possible	5	several	5	that	2
presents	7	she	2	the	2
pretty	2	ship	3	their	2
price	5	should	3	them	2
put	2	sidewalk	3	then	2
		since	5	there	2
quite	4	sincerely	4	therefore	8
		sir	5	these	3
rather	4	sister	2	they	2
ready	3	six	2	things	2
real	4	small	3	think	2
receipt	6	snow	2	this	2
receive	5	so	2	those	3
red	2	some	2	though	6
regarding	8	soon	3	thought	5
remember	4	sorry	3	three	2
reply	5	spring	3	through	5
rest	3	start	3	time	2
returned	6	stay	3	to	2
ride	3	still	3	today	2
right	3	stockings	5	together	3
room	2	story	2	told	3
run	2	stove	4	tomorrow	3
		street	4	too	2
said	2	such	5	took	2
Santa Claus	2	summer	3	town	2
satisfactory	8	Sunday	3	toys	3
Saturday	3	suppose	5	train	2
save	4	sure	4	tree	2
saw	2			truly	7
say	2	take	2	trust	7

## 168 BASIC SPELLING LITERACY VOCABULARY

try	3	we	2	wish	3
two	2	weather	3	with	2
		week	3	work	2
under	3	well	2	world	3
understand	5	went	2	would	3
until	3	were	2	write	3
up	2	what	2	written	4
us	2	when	2	wrote	3
use	3	where	3		
		whether	5	years	4
very	2	which	3	yes	2
		while	3	yesterday	3
walk	3	white	2	yet	3
want	2	who	2	you	2
was	2	why	3	young	4
water	2	will	2	your	2
way	3	winter	3	yours	3

## WORD LIST, THE MACMILLAN SPELLING SERIES

The number beside each word indicates the book in which it first appears as a spelling word. The 331 Most Commonly Misspelled Words, as listed on pages 160-163, appear twice or more in the series.

This list includes 2608 basic words, plus 326 extra words for good spellers. The extra words are identified by an asterisk.

ability	8	acquainted	6	again	3
able	4	across	3	against	5
aboard	7	act	4*	age	4
about	2	action	7	agent	8
above	4	activity	7	ago	3
absent	5	actual	8	agree	6
absolute	7*	add	3*	agriculture	7
absorb	6*	addition	5	aimless	8
abuse	8	address	4	air	3
accelerate	8*	admire	8	air-conditioned	7
accept	7	adolescent	8	airplane	3
accessories	8	adopted	7	airport	5
accident	5	advance	8	aisle	7
accidentally	8	advantage	7	alarm	6
accommodate	8	adventure	5*	Alberta (Alta.)	6
accompanied	8	advertisement	8	alcohol	8
accomplish	7	advice	7	alive	5
according	8	advise	7	all	2
account	7	aerial	6	alley	6*
accurate	7	affect	8	allowed	6
ache	8	afford	7*	all right	4
achievement	8	afraid	3	almost	3
acids	8	after	2	alone	5
acknowledge	8	afternoon	3	along	3

## 170 SERIES WORD LIST

aloud	6	apologize	7	assembly	8
alphabet	6	apparently	8	assignment	6
already	4	appeal	7	assistance	8
also	3	appeared	5	assistant	8
altitude	8	appendicitis	8*	association	6
altogether	7	appendix	8	assure	8
always	3	applause	8	at	2
am	2	apples	2*	ate	3
amateur	8	appointed	5	athlete	8
ambition	7	appreciate	7	athletics	8
ambulance	5*	approached	8	Atlantic	5
American	5*	appropriate	8	atmosphere	8
among	4	approved	8	atomic	8
amount	5	approximately	8	attached	8
amusement	7	April (Apr.)	3	attack	7
an	2	apron	4	attempt	7
analysis	8	aquarium	5	attention	6
ancestors	8*	architecture	7*	attic	6
anchor	8	Arctic	8	attractive	8
ancient	7	are	2	audience	6
and	2	area	5	auditorium	6
angel	5*	argument	7	August (Aug.)	4*
angelic	7*	arm	3*	aunt	3
angle	7	armed forces	5	authority	8
angry	4*	army	5	autobiography	7
animals	3	around	3	autograph	7*
ankle	7	arranged	7	automatic	7
announce	7	arrest	7	automobile	7
annual	8	arrived	4*	available	7
another	3	arrow	4	avenue (Ave.)	4
answer	4	art	4*	average	6*
anthracite	8*	articles	6	avoid	7*
anticipation	8	artificial	7	awakened	7*
anxiety	8	as	2	away	2
anxious	8	ashamed	7*	awful	5
any	3	ashes	6	awhile	3*
apart	7	asked	3	awkward	8*
apartment	3	asleep	3*	awoke	5

# SERIES WORD LIST 171

axe	5*	bathtub	4*	benefit	8
axle	6*	battery	7	benefited	8*
		battle	5	bent	5
baby	2	be	2	beside	4
bachelor	8	beach	4	best	2
back	2	beads	5	better	3
backwards	6	beans	5	between	6
bacon	7	bear	2*	beyond	7
bacteria	7*	bearings	8*	bicycle	4
bad	3	beast	7	big	2
badminton	7	beat	4	bike	3
bag	3	beautiful	3	bilingual	8
baggage	6	beauty	6	bill	5
bait	7	beaver	5	birch	5
bake	2	became	4	bird	2*
balance	7	because	2	birthday	3
balcony	8	become	4	biscuit	6*
ball	2	bed	2	bison	5
balloon	3	bee	3*	bite	4
ballot	7*	beef	6	bitter	8
banana	5*	been	2	black	2
band	4	beets	5*	blame	6
bandage	7	before	3	blanket	6
bank	3*	began	3	blaze	6
banner	7	begin	4	bleeding	6*
banquet	7*	beginning	4	blessing	6*
bare	5*	begun	5	blew	4
bargain	7	behave	7	blind	5
bark	3	behind	3	blizzard	6
barn	3	being	4	block	4*
barrel	5	belief	8	blood	4
baseball	3	believe	4	blouse	8*
basement	4	bell	2*	blow	4
basket	3*	belong	4*	blue	2
basketball	6	below	4*	board	6
bat	2*	belt	4*	boat	3
bath	4	benches	5	body	4
bathe	4	beneath	7	boil	7

## 172 SERIES WORD LIST

bone	4	broken	4	calculator	8
bonfire	6	broom	6	calendar	7
book	2	brother	2	call	3
border	5*	brought	3	calm	4
born	3*	brown	3	calories	8
borrow	6	bruise	6*	calves	6*
boss	5	brush	4	came	2
both	4	bucket	5*	camel	4*
bother	5*	buffalo	5	camera	6
bottle	4	build	4	camp	3*
bottom	4	built	5	campaign	8*
bough	6*	bulb	7	can	2
bought	3	bull	5	Canada	3
boundary	8	bullet	8	Canadian	5
bouquet	8*	bulletin	8	canal	5
bow	4	bump	5*	canary	5*
bowl	4	bundle	5*	cancel	8
box	3	bureau	8	candidate	8
boy	2	burglar	8	candy	3
bracelet	5*	buried	4*	cane	5
brain	7*	burn	5	cannot	3
brakes	5	burst	5	canoe	5
branch	6*	bus	4	can't	3
brave	4	bushes	5*	canyon	7*
bread	3	business	4	capable	8
break	4	busy	4	capacity	7*
breakfast	3	but	2	capital	7
breath	7	butter	4	captain	4
breathe	7	butterfly	6	captive	5
bridge	4	button	6	capture	7
brief	8	buy	3	car	2
bright	3*	by	2	carburetor	8*
brilliant	8			card	3*
bring	2	cabbage	5	care	3
British Colum-		cabin	4	career	7
bia (B.C.)	5	cactus	8*	carelessness	5
broad	7	cafeteria	7	carpenter	5*
broil	7	cake	2*	carriage	4*

# SERIES WORD LIST 173

carried	4	championship	6	circle	6
carrots	4*	chance	5	circulation	8
carry	4	channel	7	circus	4
case	5	chapter	7	citizen	7
cash	7	character	8	city	3
cashier	7*	charge	4	civic	6
castle	4	Charlottetown	5	civil	7
cat	2	chase	4	claim	7
catalogue	7	cheap	6	class	3
catch	3	cheat	6	clause	8*
caterpillar	7*	check	5	clean	3
cattle	4	cheek	6	clear	5
caught	3	cheer	5	clerk	7
cause	5	cheese	4	clever	6*
cautiously	8	chemical	8	click	5*
ceased	8	cheque	7*	cliff	7
cedar	7	cherries	5*	climate	4
ceiling	7	chest	5	climb	4
celebrate	5	chesterfield	7	clock	5
celery	6*	chew	5*	close	3
cellar	4*	chicken	3	closet	7*
cello	7*	chief	4	cloth	6
Celsius	4	child	3	clothed	6
cement	6	children	2	clothes	3
cemetery	7*	chimney	4*	clothing	6
centimetre (cm)	4	chin	4*	cloudy	4*
central	7	chipmunk	4	clover	5*
centre	7	chisel	5*	clown	4
cents	3	chocolate	5	club	4
century	7	choir	7*	coach	7
cereal	8	choose	6	coarse	7
ceremony	8*	chopped	6	coast	4
certainly	6	chops	6	coat	3
certificate	8	chorus	7	cocoa	5*
chain	7	chosen	6	coconut	5*
chair	3	Christmas	2	code	6
chalk	5*	church	3	codfish	5*
challenged	8	cider	6	coffee	5

## 174 SERIES WORD LIST

cold	3	concise	8*	copy	6*
collar	5	conclusion	8	cord	6
collection	7	concrete	7*	corn	3
college	8	condemn	7*	corner	4
colonel	8*	condition	7	corral	8*
colonies	6*	conductor	7	correct	8
colony	6*	confederation	7	correspond	6*
colour	3	conference	7	cosmetics	8*
colourful	8	confidence	8	cost	4
colt	5	confirm	8	costume	5*
column	8	congratulated	8	cottage	7
comb	5*	connection	8	cotton	7
combined	8	conquered	7	cough	5
come	2	conscience	8	could	2
comfortable	7	consent	7	council	7
comics	5	consequences	8	counsel	7*
coming	3	consider	7	count	5
command	7	considerable	7*	country	3
commercial	8	considerate	7*	couple	5
commission	8	constellation	8*	courage	7
committee	8	constitution	7*	courageous	7*
common	5	construction	8	course	5
communist	7	consume	8	court	7
community	7	contain	6	courteous	8
company	4	contents	7	courtesy	8
comparative	8	contest	4	cousin	4
compare	8	continent	6	cover	4
compass	6	continued	7	covered	4
competent	8*	contour	6*	cow	2
complaint	7*	contracts	7*	cowboy	2*
complement	8*	control	6	co-worker	8
complete	6	convenience	8*	coyote	7*
complexion	8	convention	6	crack	5*
compliment	8	conversation	8	cradle	6*
computer	8	cook	3	crawl	5
concern	7	cool	4	crayon	4*
concert	7	co-operate	8	crazy	5*
concerto	7*	copper	5	creature	8

**SERIES WORD LIST** 175

credit	8	danger	5	describe	7
creek	4	dangerous	5	description	7
crept	8	dark	3	desert	4
crib	4	date	4	deserve	7
crime	7	daughter	5	design	7
criticism	8	day	2	desire	7
crop	4	dear	2	desk	3
cross	3*	death	7	dessert	5
crow	4	debate	8*	destination	8
crowd	5*	debt	8	destroy	8
crown	8	December (Dec.)	3	detail	7
cruel	7	decided	5	determined	8
cruiser	8*	decision	7	develop	7
crumbs	4*	declare	7	devoted	8
crust	6	decoration	6	diagram	8
cry	3	deed	7	dial	7
cucumber	8*	deep	3	diameter	8
cup	4*	deer	3	diamond	7
cupboard	6	defeated	6	diary	8
cure	7	defend	6	dictionary	6
curious	8	defence	6*	did	2
curling	7	definite	8	didn't	3
curly	7	degrees	7	died	4
curtains	6*	delegates	8	diesel	8
curve	7	delicate	8	diet	7
cushion	7*	delicious	8	difference	4
custom	8	delight	6	different	3
cut	3	deliver	7	difficulties	6
cylinder	7*	demand	7	dig	4
		democratic	8	digestion	8
daddy	2	densely	6	dime	4
dairy	5*	dentist	7*	dimensions	8*
daisy	6*	deny	6*	dining	4
damages	7	department	6	dinner	3
damp	6	dependable	7	direction	6
dance	4	deposit	7*	dirt	4
dancing	4*	depth	7	disagreeable	7
dandelion	7	descend	8	disappear	5

## 176 SERIES WORD LIST

disappointed	5	downtown	6	Easter	3
discover	5*	dozen (doz.)	5	easy	4
discovery	5*	drain	6	eat	2
discussion	7	drama	7	ecology	8
disease	5	drank	5	economical	8
disgrace	8	draw	3	edge	6
disguised	8	drawer	6	edition	8
disgust	8	dress	2	Edmonton	5
dismal	8*	drew	4	education	6
dismissed	4*	drill	5	effect	8
dissatisfied	8	drink	3	efficient	8
dissolve	8	drive	4	effort	7
distance	5	dropped	4	eggs	2*
distinct	8	drove	4	eight	2
distinguish	8	drown	6*	eighteen	5
distributed	8	drug	5*	eighth	5
district	8	drum	5*	eighty	5
divide	5	dry	4	either	5
division	5	duck	3*	elaborate	8*
do	2	dug	4*	elect	7
dock	5	duplicate	8	electric	3
doctor	5	during	5	electricity	4
documents	7	dust	5	electronic	8
dodge	6	duty	5*	elementary	6*
does	3	dyeing	7*	elephant	4
dog	2	dying	7	elevator	6
doll	2	dynamite	7	eleven	3
dollar	3			eleventh	5
domestic	8	each	3	else	4
Dominion	7	eager	8	embarrassing	7
done	3	eagle	6	emigrants	8
donkey	5*	early	3	employed	7
don't	3	earn	7	employee	7
door	3	earrings	7*	empty	4*
double	6	ears	3*	enamel	5
doubt	8	earth	4	enclosing	7
down	2	earthquake	8	end	3
downstairs	5	easily	7	enemy	5

## SERIES WORD LIST 177

energy	5	excellent	6	fairy	3
engagement	6	except	4	faithful	6
engine	5	excitement	6	fall	3
engineer	7	exclaimed	7	familiar	8
enjoy	6	excursion	8*	family	3
enormous	8	excuse	4	famous	6
enough	3	executive	6	fancy	8
enter	5	exercise	6	fantastic	7
entertainment	7	exhaust	8	far	3
enthusiastic	8	exhibit	6	farewell	8
entrance	5	exhibition	6	farm	3
envelope	7	existence	8	farther	6
equal	7	exit	5	fascinating	8
equipment	3*	expect	5	fashion	8
equipped	6	expensive	7	fast	2*
eraser	5	experience	7	fasten	5
erect	6	experiment	5	fat	2*
errand	5	explain	7	father	2
errors	5	explanation	8	fatigue	8
escapade	8	explore	7	fault	7
escape	5	exports	5	favour	6
especially	5	expression	8	favourite	5
essay	6	expressway	7	feast	4
establish	8	extensive	7	feather	5
estimated	8	exterior	8	feature	8
evaporation	7*	extra	5	February (Feb.)	3
even	4	extramural	8	federal	7
evening	4	extremely	6	feed	3
event	7	eye	4	feel	4
ever	3			feet	3
every	2	face	3	fell	3
everybody	4	facility	8*	felt	4
everywhere	4	factory	5	female	7
evidence	8	facts	7	feminine	8
exact	7	failed	6	fence	4
examination	8	failure	6*	fertile	7
example	6	faint	8	festival	8*
exceeding	8	fair	3	fever	7

## 178 SERIES WORD LIST

few	3	floor	3	fowl	7*
field	3	flour	6	fox	4
fiercely	8	flower	4	fracture	8
fiery	8	flu	4	frame	7
fifteen	5	fly	3	Fredericton	5
fifth	4	fold	5	free	4
fifty	4	folk	5	freedom	6
fight	3	follow	4	freeze	6
figure	5	food	3	freight	5
file	5	fool	5*	French	5
fill	4	foolish	5	frequently	8
film	6	foolishness	8	fresh	4
final	5	foot	3	Friday (Fri.)	3
finally	5	for	2	fried	5
finance	8	force	6	friend	3
financial	8	forehead	7	fries	5
find	2	foreign	8	frog	4
fine	2	foremost	8	from	2
finger	4	forest	3	front	3
finish	4	forget	3	frontier	8*
fir	5*	forgive	5*	frost	6
fire	3	forgotten	5	frozen	4*
fireplace	5	fork	5	fruit	3
first	2	formal	7	fry	5
fish	3	former	7	fuel	6
fitted	8	formerly	7	fulfilled	8
five	2	fortunate	7	full	3
fix	4	fortune	6	fun	2
flag	3	forty	4	funeral	7
flakes	6	forward	6	funny	2
flame	8	fought	5	fur	3
flashlight	6	foul	7	furnace	7
fleet	8	found	2	furnish	7
flew	4	foundation	7	furniture	4
flight	7	fountain	6	further	6
flight attendant	5	four	2	future	7
float	3	fourteen	3		
flood	4	fourth	4	gain	5

game	3	good-bye	4	grove	8
garage	4*	goose	5	grow	3
garden	3	got	2	growl	7
gas	3	government	7	growth	7
gasoline	6	governor	7	guarantee	8
gate	4	graceful	7	guard	6
gather	4	grade	2	guess	3
gave	2	gradual	7	guest	4
geese	5*	gradually	7	guide	7
general	6	grain	6	guilty	7
generally	7	gram (g)	4	guitar	7
generator	8	grammar	8	gun	2
generous	8	granddaughter	4	gymnasium	7
gentle	6	grandfather	4		
geography	4	grandmother	4	had	2
get	2	grandson	4	hail	5
getting	2	granite	7*	hair	3
ghost	5	grant	8	half	3
giant	4	grapes	5	Halifax	5
girl	2	grass	3	hall	3
give	2	grateful	8	Hallowe'en	5
given	4	grave	5*	hammer	5
glad	3	gravel	6	hand	3
glance	7	gravy	6	handful	3
glare	6	gray	3	handkerchiefs	4
glass	4	graze	7	handlebars	6
glorious	8	grazing	7	hang	4
glory	8*	grease	6*	hangar	8*
gloves	5	great	3	happen	4
go	2	green	3	happiness	4
goal	4	greet	6	happy	2
goes	2	grew	4	harbour	7
goggles	7*	grief	7*	hard	3
going	2	grievance	7*	hardly	4
gold	4	grind	8	hardware	5*
golf	7	grip	6	has	2
gone	2	ground	3	hat	2
good	2	group	5	hatch	5

## 180 SERIES WORD LIST

hatchet	5	highway	5	humorous	8
hate	4	hike	3	humour	8
haul	6	him	2	hundred	3
haunted	7	hinge	6*	hung	4
have	2	his	2	hungry	4
having	2	history	4	hunting	3
hawk	6	hit	3	hurry	5
he	2	hive	5	hurt	3
head	3	hoarse	7*	husband	6
healed	7	hobby	5*	hydroelectric	7
health	4	hockey	4	hygiene	7*
hear	3	hold	3	hymn	6
heard	3	hole	3		
heart	5	holiday	4	I	2
heartily	8*	hollow	6	iceberg	6
hearty	5	holy	6	ice cream	3
heat	5	home	2	icicles	8
heaven	6	honest	5	idea	5
heavy	4	honey	5	ideal	5
hectare (ha)	5	honour	5	idle	6
heel	5	honourable	7	if	2
height	7	hope	3	ignorant	7
heir	8	horizon	8	illness	5
held	4	horn	5	illustration	8
helicopter	5	horrible	7	I'm	2
hello	4	horse	3*	imagine	6
help	3	hose	6	imitate	8
hemisphere	8	hospital	5	immediately	6
hen	2	hot	3	immense	8
her	2	hotel	5	immigrants	8
herd	5	hour	4	impatient	7
here	2	house	2	important	6
heroic	8	household	7	improvement	7
hesitate	6*	how	2	in	2
hid	3	however	7	incident	7
hide	3	howl	5*	including	7
high	3	huge	6	increased	7
highrise	5	human	7	independent	7

# SERIES WORD LIST 181

index	6	investigate	7	just	3
Indian	3	invisible	8	justice	7
individual	8	invitation	6		
industrious	7*	invite	4	keel	6*
industry	7	iron	4	keen	6
influence	7	irrigation	6	keep	3
information	7	is	2	kept	3
initial	8	island	4	kettle	6
injure	6	isn't	3	key	6
ink	3*	issue	8	kick	3
inn	8	it	2	kill	3
innocent	7	itch	6	killed	3
inquire	7	items	6	kilogram (kg)	4
insects	5	it's	2*,4	kilometre (km)	4
inside	3	its	4	kind	3
inspection	7			kindergarten	5
instance	7	jacket	6	kindly	6
instead	4	January (Jan.)	3	king	3
instruct	6	jaw	6	kisses	5
instruction	6	jealous	6	kitchen	6
instructor	6	jelly	6	kitten	3
instruments	6	jet	3	knees	6
insurance	7	jewellery	6*	knew	3
intelligent	7	job	4	knife	3
intend	8	join	6	knit	3
interesting	5	joke	5	knitted	5
interfere	8	journal	4	knock	4
interior	8	journey	4	knot	6
international	7	judge	8	know	2
interplanetary	7	judgment	8	knowledge	6
interrupted	7	judicial	8	known	5
interview	7	juice	4		
intimate	8*	July	4*	label	8*
into	2	jump	3	laboratory	8
intramural	8	June	3	labour	6
introduced	6	jungle	4*	lacrosse	6*
invalid	7	junior	5	ladder	6
invention	7	jury	8	ladies	4

## 182 SERIES WORD LIST

lady	4	let	2	lonely	5
laid	4	letter	3	long	2
lake	3	lettuce	7	look	2
lamb	4*	level	5	loose	4
land	3	liberty	6	lose	6
language	8	library	4	losing	6
large	3	license	8	loss	5
last	2	lick	5	lost	3
later	3	lie	4	lots	3
latter	7	lieutenant	8*	loud	4
laughed	5	life	4	love	2
laughter	5	light	3	low	4
launch	8*	lightning	7	luck	4
laundry	8	like	2	lumber	5
law	7	limb	6	lunch	3
lawn	6	limited	7	luxury	8
lawyer	7	line	3	lying	5
lay	4	linen	7		
lazy	4	liner	6	machine	3*
lead	4	lines	3	machinery	6
leader	5	lion	4	made	2
leaf	5	lip	3	magazine	5
league	5	liquid	7	magic	7
learn	3	liquor	8	magician	7
least	5	list	5	mail	3
leather	5	listening	7	main	6
leave	5	litre (L)	4	maintenance	8
leaves	3	little	2	major	6
lecture	8*	live	2	majority	7
led	5	livestock	7	make	2
ledge	6*	load	4	mammal	6
left	3	loan	6	man	2
leg	3	lobster	6	manage	7
legislature	7	located	5	management	7
leisure	8	lock	4	manager	7
lemonade	6	lodge	6*	Manitoba (Man.)	6
length	6	log	3	manner	7
lessons	5	logging	5	manual	6

# SERIES WORD LIST 183

manufacture	7	mention	6	moccasins	8*
manuscript	8	merciful	8	model	5
many	2	merely	8	modern	6
map	4	merry	2	moisture	7
maple	4	message	6	moment	5
march	2	messenger	7	Monday (Mon.)	3
March (Mar.)	3	metal	6	money	3
market	4	method	7	monitor	8
marriage	5*	metre (m)	4	monkey	3
marvellous	8	microphone	7	monotonous	8
masculine	8	middle	4	monster	4
master	4	midnight	5	month	5
match	5	might	3	Montreal	5
matches	5	mike	7	moose	6
material	7	milk	2	more	3
math	5	millilitre (mL)	4	morning	2
mathematics	5	millimetre (mm)	4	mortgage	8
matter	4	million	5	mosquitoes	6
may	2	millionaire	5*	moss	5
May	3	mind	4	most	3
maybe	4	mine	3	motel	5
mayor	8	mineral	5	mother	2
me	2	miniature	8	motion	7
meal	5	mining	5	motor	5
mean	4	minister	7	motto	6*
meant	4	mink	7	mountain	4
measles	5	minus	5	mouse	4
measure	6	minute	4	mouth	3
meat	3	mirror	5	movable	7
medicare	8	mischief	7	move	3
medicine	7	Miss	5	movement	7
medium	7	miss	5*	movies	5
meet	3	missed	6	mower	6
melon	7	missionary	8	Mr.	5
melt	5	misspell	7	Mrs.	5
members	6	mist	6	Ms.	5
memory	6	mistake	5	much	2
men	2	mix	6	multiplication	5

## 184 SERIES WORD LIST

municipal	8	Newfoundland		nurse	5
murderous	8	(Nfld.)	5	nylon	7
murmur	7	news	6		
muscles	7	next	3	oak	4
museum	6	nice	2	oar	6
music	4	nickel	4	oatmeal	6
must	3	niece	5	obedient	8
my	2	night	2	obey	5
myself	4	nine	2	object	6
mystery	7	nineteen	5	objectives	6
		ninety	5	observed	8
		ninth	5	obtained	7
nail	5	no	2	occasion	7
name	2	noise	4	occupation	7
napkins	6	none	5	occur	7
narrow	7	noon	4	occurred	7
nation	6	normal	7	ocean	4
national	7	north	4	o'clock	3
native	5	nose	3	October (Oct.)	3
natural	7	not	2	odour	7
naturally	7	note	3	of	2
nature	5	notebooks	3*	off	3
navigator	7*	nothing	5	offence	6*
navy	5	notice	5	offered	6
near	3	noticeable	8	office	5
necessary	6	notify	7	official	7
neck	4	notion	7	often	3
need	3	nourishing	8	oh	2
needle	5	Nova Scotia		oil	3
neighbour	6	(N.S.)	6	old	2
neither	5	November		omit	7
nephew	5	(Nov.)	3	on	2
nervous	7	now	2	once	2
nest	3	nowhere	6	one	2
never	3	nuclear	8	onion	6
new	2	nuisance	8	only	3
New Brunswick		number	4	Ontario (Ont.)	5
(N.B.)	6	numerous	6	open	3

# SERIES WORD LIST 185

operation	7	paint	4	peaches	5
opinion	8	pair	3	pearl	5
opportunities	7	palm	4*	pears	5
opposite	6	pamphlet	8*	peas	5
or	3	pants	4	peculiar	7
orange	3	paper	3	pedestal	8
orchard	6	parachute	5	pedestrian	8
orchestra	7	parade	4	pen	3
order	5	paragraph	6	pencil	3
ordinary	8	parallel	8	penicillin	8
ore	5	parcel	7	people	2
organ	5	pardon	7	pepper	6
organization	6	parents	4	per cent	6
orient	7	park	3	perfect	7
original	8	parka	6	perfume	5
other	2	parliament	6	perhaps	5
Ottawa	6	parrot	5*	period	4
ought	4	particular	7	permanent	7
our	2	party	3	permissible	8
ourselves	4*	pass	4	permission	8
out	2	passed	4	permit	8
outboard	6	passenger	7	personal	6
outside	3	past	4	persuaded	8
oven	6	paste	5	pet	2
over	2	pasture	4	petroleum	6
overalls	6	patch	6	philosopher	8*
owe	5	patent	7*	photograph	6
owl	5	patience	7	physical	7
own	3	patient	7	physician	7
owner	5	patients	7	piano	5
oyster	8	patio	8	pick	3
		pattern	6	pickles	6
Pacific	5	pause	8	picnic	4
package	5	paved	6	picture	3
paddle	5	paw	5	picturesque	8*
paid	4	pawed	5	piece	5
pail	3	pay	4	pier	6
pain	5	peaceful	7	pierce	8

# 186 SERIES WORD LIST

pigeon	5	pole	4	precede	7*
pile	4	police	5	precious	7*
pillow	5	policy	7	prefer	8
pilot	5	polish	6	preferred	8
pine	5	polite	6	prejudice	8
pink	3	politics	8	premier	7
pioneer	5	pollution	6	premium	8*
pipe	4	pond	4	prepare	6
pitcher	6	pony	3*	prescribe	7
pitying	8*	pool	3	presence	7
place	3	poor	3	presents	3*, 7
plains	7	popsicle	6	president	5*
plan	4	popular	5	press	6
planed	5*	population	5	pretty	2
planet	5	porch	4*	prevent	6
plank	5	porous	7	previous	8
planned	4*	portable	5	price	5
plant	3	position	6	priest	8*
plaque	8*	positive	8	primary	7
plastic	7	possess	7	prime minister	7
plate	5	possible	5	primitive	8
plateau	7	post	4	prince	4
platform	7	postscript (P.S.)	8	Prince Edward	
play	2	potato	5	Island (P.E.I.)	6
pleasant	5	potatoes	5	princess	4
please	2	pottery	5	principal	4
pleasure	5	poultry	7	principle	8
pledge	7	pound	8	print	5
plenty	4	poured	6	priority	8
plough	6*	poverty	8	prison	6
plumber	7	powder	5	private	7
plus	5	power	7	privilege	7
pneumonia	7*	practical	7	prize	4
pocket	4	practice	6	probably	5
poem	4	practises	6	problems	5
point	4	prairie	6	procedure	7*
poisonous	8	prayer	7	proceed	7
polar	4	preacher	8*	proceeded	7

# SERIES WORD LIST 187

process	7	pupil	4	rainbow	6
product	5	puppies	3	raise	4
production	5*	puppy	3	raisin	6
professor	8	purchase	7	ran	2
profitable	7	pure	6	ranch	5
program	4	purple	4	rapid	6
progress	7	purpose	7	rascal	8
projector	6	purse	8	rat	2
prominent	8	pursue	8	rather	4
promise	5	push	4	rattlesnake	7
promote	6	put	2	raw	5
pronunciation	8	putting	7	reach	4
proof	6	puzzle	6	read	2
propeller	5	pyramids	8	ready	3
properly	6			real	4
property	6	quality	8	realize	7
prophet	8	quantity	8	rear	5*
proportion	8	quarrel	8	reason	4
propose	7	quarter	4	rebel	8
prosperous	8	Quebec (Que.)	5	receipt	6
protect	5	queen	3	receive	5
protein	8	queer	4	recent	7
proud	5	question	5	recess	4
prove	6	quick	4	recipe	6
provide	6	quiet	5	recognize	8
province	6	quit	5	recommend	8
provisions	7	quite	4	record	6
psychology	8	quotation	8	recreation	8
public	5			red	2
published	7	rabbit	3	reduce	7
puck	4	race	4	refer	8
pudding	6	racket	6	reference	8
pull	3	radar	6	referred	8
pulpwood	5*	radiator	7	refrigerator	6
pulse	7	radio	3	refused	7
pumpkin	5	raft	6	regarding	8
punctured	8	railway	5	Regina	5
punished	7	rain	3	region	6

## 188 SERIES WORD LIST

register	7	reward	7	royal	6
regret	7	rhythm	7	rubbers	5
regular	6	ribbon	5	rug	4
regulations	8	rice	4	ruler	4
reindeer*	5	rich	4	run	2
relative	7	riddle	3	rural	6
release	8	ride	3	rush	5
reliable	8	ridiculous	8	rye	7
relief	8	rifle	7		
religious	8	right	3	sack	4
remain	5	ring	3	sacrifice	8
remember	4	rink	6	sad	2
remove	7	rip	3	saddle	6
rent	6	ripe	5	safety	7
repair	6	rise	6	said	2
repeated	8	risk	6	sail	3
repetition	8	river	3	sailor	5
reply	5	road	3	salad	6
report	4	roam	7	salary	8
representatives	8	roast	7	sale	5
reproduce	8	robbers	8	saliva	8
request	7	robin	2	salmon	8
required	8	rock	4	salt	4
rescue	8	rockets	5	same	3
reserve	7*	rodeo	6	sand	3
reservoir	7*	role	8	sandwiches	6
residence	8	roll	5	Santa Claus	2
resigned	7	roof	4	Saskatchewan	
resistance	7	room	2	(Sask.)	6
resources	7	root	5	sat	2
respect	7	rope	3	satellite	8
responsible	8	roses	6	satisfactory	8
rest	3	rotten	6	satisfied	6
restaurant	6	rough	6	Saturday (Sat.)	3
returned	6	round	3	saucer	6
reverse	8	route	5	sausage	6
review	6	routine	7	savage	5*
revolution	7	row	4	save	4

# SERIES WORD LIST 189

saw	2	seldom	7*	sharp	4
say	2	selection	8	shaving	7*
says	3	selfishly	8	she	2
scale	7	sell	4	shed	5
scarce	6	senate	8	sheep	3
scared	5	senators	8	sheet	5
scarf	5	send	3	shelf	5
scene	5	senior	5	shelter	6
scent	7	sense	7	shin	5*
scheduled	8	sensible	7	shine	5
scheme	6*	sent	3	ship	3
scholar	8	sentence	4	shipment	5*
scholarship	8	separate	5	shock	6
school	2	September		shoes	4
science	5	(Sept.)	3	shone	8
scientific	5	serial	8	shoot	3
scissors	6	series	7	shopping	4
score	5	serious	7	short	4
scout	5	servant	5*	shot	3
scratch	8	serve	5	should	3
scream	5	service	6	shoulder	6
screen	6	session	7*	shouted	5
screw	5	settle	6	shove	5*
sculpture	7	settlement	6	shovel	5
sea	3	seven	2	show	3
search	6	seventeen	3	shower	6
season	4	seventy-five	5	shrieking	8*
seat	4	several	5	shut	4
second	2	severe	7	sick	3
secret	5	sew	5	sidewalk	3
secretary	5	sewers	8	siege	7
section	6	shade	5	sigh	7
secure	6*	shadow	5	sighed	7
see	2	shake	4	sight	4
seek	5	shall	3*	sign	4
seemed	4	shallow	7*	signal	6
seen	2	shape	5	signature	7
seize	7	share	5	significance	8*

## 190 SERIES WORD LIST

silence	8	slide	3*	source	7
silent	8	slight	7	south	4
silk	7	slip	5	souvenir	8
silly	6	slippers	5	space	5
silver	4	slippery	5	spade	6
similar	8	small	3	sparrow	4
simple	6	smart	4	speak	4
since	5	smell	4	spear	5
sincerely	4	smile	3	special	5
sing	2	smoke	2	species	8
single	7	smooth	6	specimen	8
sink	4	snake	3	speech	5
sir	5	snow	2	speedometer	6
sister	2	so	2	spell	3
sit	3	soaked	8	spend	4
situated	8	soap	3	spent	4
six	2	soccer	6	spices	8
sixteen	3	social	8	spider	6
size	4	society	8	spill	6
skate	3	socks	5	spirits	8
skeleton	8	soda	5*	spite	7
skidded	8	soft	4	splendid	8
skiing	5*	solar	5	spoil	6
skilful	8	sold	4	spoke	5
skin	3	soldier	4	spoon	6
skirt	6	sole	8	sport	5
skis	5	solid	4*	spot	4
skunk	5*	solution	7	spread	5
sky	3	some	2	spring	3
slaughter	8*	someone	4	sprinkle	6
slave	5*	son	4	spruce	6
sled	3	soon	3	square	6
sleep	3	sore	5	squash	8*
sleet	4*	sorry	3	squeeze	6
sleeve	5	soul	8	squirrel	4
sleigh	3*	sound	4	stage	5
slept	4	soup	6	stairs	4
slice	6	sour	6	stamp	4

# SERIES WORD LIST 191

stampede	7	stove	4	sulphur	8
stand	3	straight	4	summer	3
standard	8	strange	4	sun	2
stare	8	strap	6	Sunday (Sun.)	3
staring	8	strawberries	4*	sunny	4
start	3	streamlined	5*	superintendent	8
starved	8	street (St.)	4	superior	8
station	4	strength	8	supersonic	8
stationary	7	stretch	8	superstitious	8
stationery	7	strikes	6	supply	7
statistics	8	strong	4	support	8
statue	8	stubborn	8	suppose	5
stay	3	stuck	4	supreme	8
steady	8	students	8	sure	4
steal	6	studied	6	surface	5
steam	5	studious	8	surgeon	7
steel	5	study	6	surprise	5
steering	6	studying	6	surround	6
step	4	stumble	6*	surrounded	6
stick	4	stupid	8	surveyed	8
stiff	7	stylish	8	suspend	8
still	3	subject	5	suspense	8
sting	6	submarine	8	suspicious	8
stingy	8	subscribe	7	swallow	8
stir	6	subscription	7*	swear	7
stitch	6*	substitute	7*	sweater	4
St. John's	5	subtract	5	sweep	6
stockings	5	suburban	7	sweet	3
stole	6	subway	6	swell	5
stomach	7	successful	7	swept	6
stone	4	such	5	swift	6
stood	4	sudden	4	swim	4
stool	6	sufficient	8	swimming	4
stooped	8	sugar	4	swing	4
stop	3	suggest	7	switch	6
store	2	suicide	8	sword	7
storm	3	suit	7	syllable	8
story	2	suitable	7	sympathy	8

## 192 SERIES WORD LIST

symptoms	7	tennis	6	though	6
synagogue	6*	tent	4	thought	5
synthetic	8	tenth	7	thousand	5
syrup	6*	terrible	6	thread	5
system	7	terrific	6	threatened	7*
		territory	7	three	2
table	2	terror	6	threw	4
tackle	8	testimony	8	throat	5
tail	3	textiles	7*	throne	7
tailor	8	texts	6*	through	5
take	2	than	3	throughout	5*
taken	4	thank	3	throw	4
talk	3	thankful	3	thrown	7
tame	6	that	2	thumb	6
tank	5	the	2	thunder	7
tanned	6*	theatre	6	Thursday	
target	6*	theft	5	(Thurs.)	3
tariff	8*	their	2	ticket	6
taste	5	them	2	tickled	8
taught	4	then	2	tied	4
tax	5	theory	8	tigers	4
taxi	6	there	2	till	3
tea	4	therefore	8	timber	6
teacher	2	thermometer	7	time	2
team	4	these	3	timid	8
tear	5	they	2	tiny	4
teased	8	they're	5	tire	5
tedious	8*	thick	4	tired	3
teeth	3	thin	4	tissue	7
telegram	5	things	2	title	5
telephone	5	think	2	to	2
telescope	5*	third	2	toast	6
television	5	thirsty	6	tobacco	8
tell	2	thirteen	5	toboggan	5
temperature	7	thirty	3*	today	2
temporary	8	this	2	toes	4
ten	2	thorough	7	together	3
tender	7	those	3	told	3

# SERIES WORD LIST 193

tomato	5	treat	6	typewriter	6
tomatoes	5	tree	2		
tomorrow	3	tremendous	8	ugly	4
tongue	7	trial	6	umbrella	5
tonight	2	tribe	5	umpire	7
too	2	trick	4	uncle	3
took	2	tries	4	unconscious	8
tools	3	trip	3	under	3
tooth	3	triumph	8	underneath	5
top	3	trophy	7	understand	5
topic	6	tropics	8*	uniform	7
tore	4	trouble	4	union	6
torn	6	trough	7*	unite	6
Toronto	5	trousers	8*	university	8
toss	5	trout	8	unknown	7
total	7	truck	3	unless	5
tough	6	true	4	until	3
tourists	7	truly	7	up	2
toward	4	trumpet	7	upon	2
towel	6	trunk	4	uranium	8
town	2	trust	7	urban	6
toys	3	truth	6	urgent	8
track	4	try	3	us	2
tractor	5	Tuesday (Tues.)	3	use	3
trade	4	tulip	4	useful	4
traffic	6	tunnel	4	useless	4
tragedies	8	turkey	3	using	4
trail	5	turn	3	usually	5
train	2	turtle	6	utensil	6*
traitor	7*	twelfth	5		
tramp	5	twelve	3	vacant	7
transaction	8*	twenty	3	vacation	7
transcontinental	6	twenty-four	5	valentine	4
transfer	8	twice	4	valley	4
transportation	7	twin	5	valuable	7
trap	4	twisted	8	Vancouver	5
traveller	4	two	2	vanished	6*
treasurer	5	tying	7	vapour	8

## 194 SERIES WORD LIST

variety	8	warehouse	8	which	3
vegetable	4	warm	3	while	3
vegetation	7	warn	7	whine	7*
very	2	warrant	7*	whip	6
veteran	8*	was	2	whisper	8
vicinity	7	wash	3	whistle	6
victim	7	waste	7	white	2
Victoria	7	watch	4	who	2
victory	7	water	2	whole	4
view	6	waves	6	wholesale	8
vigorous	8	way	3	wholly	7*
village	4	we	2	whom	5
villain	7*	weak	6	who's	6
vine	5	wear	3	whose	6
vinegar	6	weary	7*	why	3
violence	8	weather	3	wieners	6
violin	5	weave	6	wife	6
virtue	8*	wedding	6	wild	4
visionary	8*	Wednesday		wilderness	7
visit	3	(Wed.)	3	will	2
visitor	6	weigh	6	win	4
vitamins	8	weird	8*	wind	3
voice	5	welcome	5	window	3
volcano	7	welfare	8	wing	4
volleyball	6	well	2	winner	4
volume	8	went	2	Winnipeg	5
volunteer	8	were	2	winter	3
vote	7	west	3	wire	5
voyage	6	wet	3	wise	4*
vulgar	8	wharf	8	wish	3
		wharves	8	witch	5
wagon	3	what	2	with	2
wait	3	wheat	4	without	3
wakened	4	wheel	4	witness	8
walk	3	when	2	wives	6
wall	4	where	3	woke	4
want	2	wherever	5	wolf	4
war	4*	whether	5	wolves	4

# **SERIES WORD LIST 195**

woman	3	worst	5	yeast	6
won	3	worth	6	yell	5
wonderful	4	would	3	yellow	3
won't	4	wound	6	yes	2
wooden	4	wrapped	6	yesterday	3
woods	3	wreaths	8*	yet	3
wool	3	wrecked	8	yolk	6*
woollen	6	wrestling	7	you	2
word	4	wrist	6	young	4
wore	5	write	3	your	2
work	2	writing	3	yours	3
world	3	written	4	youth	8
worm	4	wrong	4		
worn	7	wrote	3	zero	6
worry	5			zipper	5
worse	5	years	4	zoo	3

# DATE DUE SLIP

DUE EDUC NOV 25 '81  
RETURN NOV 26 '81

DUE EDUC NOV 29 '82

RETURN NOV 29 '82

DUE EDUC NOV 21 '83

RETURN NOV 22 '83

DUE EDUC FEB 24 '90

FEB 23 RETURN

PE 1145 M16 1977 GR-3 TCH-HDBK-  
THE MACMILLAN SPELLING SERIES/  
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